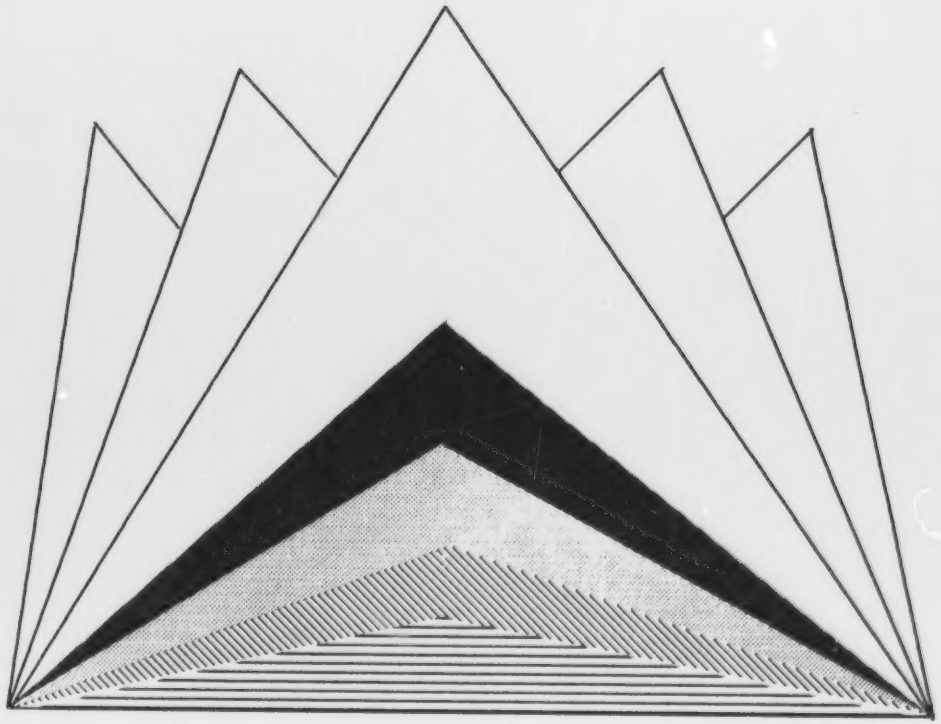
MEETING THE NEEDS

TOURISM IN SECONDARY SCHOOLS:

A PRE-DEVELOPMENT

CURRICULUM RESEARCH REPORT



For Alberta Education with the support of
Alberta Tourism and the Alberta Tourism Education Council

By: Arlene McGinn / Deanna Binder

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FOREWORD

In a recent review of Alberta's practical arts programs, a number of initiatives were identified for courses in junior and senior high school business education, home economics, industrial education and work experience programs. The goal of the review was to establish directions for change that would ensure the programs were relevant, credible, and accessible now and in the next decade. This report plays an important part in implementing selected initiatives proposed in the review.

A key initiative proposes developing curricula that effectively expand students' career options and support Alberta's social and economic progress as we move into the 21st century. The tourism/hospitality industry offers excellent opportunities for exciting careers for Albertans who wish to be innovative and enterprising.

Within this perspective it seemed appropriate to research what recognized leaders were recommending in this area and to identify and assess programs in tourism/hospitality education in Canada and other countries around the world. This information base would provide specific details for curriculum decision makers as they assess the appropriateness of this area of study for Alberta's secondary students.

This report provides a comprehensive overview of where and how programs are offered and analyses what is taught. A number of alternatives for delivery of a tourism/hospitality program are suggested to help with decisions about how it might be introduced in a school. All of the background information will be valuable should subsequent curriculum development occur.

PREFACE

The contents of this report are yet another important step forward in our efforts to establish tourism as one of the most challenging and rewarding career avenues of the next decade and the next century. During the 1980s, tourism gained long overdue recognition as one of the most important sectors of the economy. It is now acknowledged that tourism has clearly emerged as one of the most important new sources of job creation in Canada, as well as many other countries.

Despite the reality of the industry's importance, the educational and training infrastructure supporting the human resource development needs of tourism continues to be woefully inadequate, due to years of oversight and neglect. While there have been considerable efforts during the past few years to rectify this situation at the post-secondary level, much remains to be done. At the primary and secondary school levels there has been little, if any, progress in bringing an understanding of tourism to students and in describing the many career opportunities that are available to them. Traditionally, employment in the tourism industry has been viewed as relatively short-term and unrewarding, from both a personal and financial perspective. That situation is now changing rapidly. Front-line service positions are gaining new-found respect as training and professionalism become more widespread. Perhaps more important, we have now recognized that some of the most challenging and exciting jobs in the world are, and will be found, within the tourism industry. Managerial and executive positions in the airline industry, the attractions industry, the mega-events sector, the resort and entertainment field, tour wholesaling and operation, and many other areas are among the most rewarding career positions to be found anywhere. The fact that Michael Eisner, the Chief Executive Officer of Disney Corporation, is currently reputed to be the most highly paid executive in the United States is an indication of this fact. While we cannot all hope to rise to the very top, it is important that our youth realize the scope and significance of the opportunities available to them in the field of tourism.

This document, and the initiatives it proposes for inserting tourism material into the curriculum of secondary schools, is a very important part of the process of making our youth aware of the opportunities that await them in tourism. For far too long, the tourism industry has been excluded from the mind-set of some of our best and brightest students. As a result, they have been lost to the tourism industry. Implementation of the recommendations of this report will do much to start us on the path towards correcting this situation.

J.R. Brent Ritchie
Chairman
World Tourism Education and Research Centre
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EXECUTIVE SUMMARY

TOURISM IN SCHOOLS: MEETING THE NEEDS

Background to the Project

In 1985, the *Alberta Tourism/Hospitality Education and Training Study* (ATHETS) (Mercer, 1985) concluded that the existing network of colleges, technical institutes, universities and public schools was the best system for developing an integrated, coordinated system of training and education offerings in Alberta and for raising the level of awareness about tourism among Albertans and Alberta school children.

The report further recommended that Alberta Education make tourism/hospitality a part of the school curriculum.

Focus of the Project

In response to these recommendations, Alberta Education in cooperation with Alberta Tourism and Alberta Tourism Education Council appointed McGinn and Binder to:

- prepare a comprehensive research report that analysed current literature on tourism education, including career projections; identified and analysed effective tourism education programs in the world, in Canada and in Alberta; and
- propose alternative frameworks for tourism education in Alberta secondary schools.

Tourism Education

Research indicates that tourism has become the world's most important industry. World tourism in 1988 increased 8.7 percent over the previous year and spending increased by 22.5 percent. About 88 percent of the activity takes place in wealthy, developed countries (Gogo, 1990). The United States and Spain are currently the world's most popular tourist destinations. In 1987, Canada was ranked ninth among the top tourist destinations.

Canada's total travel receipts from both foreign visitors and Canadians travelling within Canada reached $24.2 billion, an increase of 16.6% over 1987. Tourist spending supported employment for 632,000 Canadians, provided over $16 billion in direct wages, salaries and profits, and generated almost $11 billion in taxes for all levels of government. (Research Directorate, Tourism Canada, 1988)

As the third largest industry in Alberta, tourism employs 100,000 people and generates $2.5 billion in revenues. By the year 2000, Tourism is expected to rise to one of the top revenue generators in the province. Almost 70 percent of the province's tourism business comes from Albertans travelling within their own province.

The major challenges facing the tourism/hospitality industry are:

- a critical labour shortage; and
- the perception that tourism associated jobs are low paying, part-time and sometimes unpleasant and temporary.

Since 1985, a number of initiatives have been taken to address this problem. The Alberta Tourism and Education Council is pursuing the task of standardizing certification in a wide variety of tourism occupations. A career awareness program for senior high school students is being introduced in the 1990-91 school year. The Alberta Government is committed to working with industry to assure a supply of skilled and committed tourism employees. A number of organizations and agencies facilitate coordination among the various sectors of the industry.

Clearly tourism, even though it has an image problem, is a viable career choice for many Alberta students. Only 16.2 percent of Alberta students currently go on to university, an additional 27.6 percent to some form of post-secondary education. Many of these will ultimately pursue service-oriented occupations. For the many who will go directly into employment, tourism studies offers a way to learn and practise basic skills within a meaningful context.

Tourism Education Programs

Traditionally, most of the people in tourist-related positions in mainland Europe have attended intensive one- or two-year technical high school training courses, modelled on a long tradition of apprenticeship, from journeyman to master trades training. At the advanced level, they would have attended renowned hospitality schools in Switzerland, Paris, Italy, Portugal.

In America, the need for trained professionals at all levels of the industry has only recently been identified. In Europe, the need for tourism generalists and an emphasis on flexible management and supervision training, which is the strength of North America hospitality education, has been recognized. The two systems are now exchanging expertise.

Many institutions with tourism education programs have begun to:

- balance theory and practice;
- reduce the emphasis on teacher-directed instruction and implement more innovative approaches such as experiential learning, practicums, coops, projects and small group discussions;
- emphasize the development of problem solving, critical thinking and creativity;
- encourage students to engage in independent study and self-directed learning, develop methods to improve basic skills in reading, writing, mathematics and computer literacy; and
- provide certification based on a consistent set of standards, and cooperate with other institutions in the education hierarchy, and with industry, to meet the needs of both the industry and students.

From the research on tourism education programs, some implications for Alberta high school curriculum developers are identified. The curriculum should:

- provide awareness of career options in tourism;
- provide opportunities for experiential learning;
- emphasize transferable, life-time skills;
- focus on the development of interpersonal, service-industry skills;
- develop basic skills;
- emphasize problem solving, critical thinking and self-directed learning; and
- explore enterprise culture and risk-taking alternatives.

Alternative Frameworks for Tourism Education in Alberta Secondary Schools

Programs can and should be implemented in many ways, depending on the needs of the students and resources available in schools. A tourism career awareness program for all Grade 10 or 11 students might be delivered by school counsellors, and Career and Life Management teachers. Using a "tourism career kit," students could be made aware of the many occupations within the industry. Linkages for post-secondary and private institutions, as well as entry-level skills for occupations in the industry, could be explored.

Within current high school core courses, specific themes might be incorporated in an integrated approach to tourism education. All high school students would be targetted in this strategy, and curricular materials would be provided by Alberta Education for teachers. Local tourism agencies and personnel from the industry could provide additional support for the program.

A tourism studies course could be developed by Alberta Education and incorporated in the secondary school Practical Arts program. The course could include general aims and objectives, sequences of module content, evaluation procedures, and delivery options. Topics might include the traveller, travel behaviour, destinations, how the industry works, geography, tourism and community development, management and marketing, impact of technology, impact of culture and environmental challenges. Links with other complementary courses would be made so that students could explore and develop skills through additional courses, e.g., business education and food studies. Practical experience in industry could be enhanced through the school work experience program.

On graduation, the student would receive a certificate in tourism education, recognized by industry. To obtain the certificate, students would have to satisfy a minimum course requirement.

Conclusion

For tourism education to be successful, there are a few challenges to be addressed. Businesses associated with tourism must pay and treat their employees as professionals. The program must be energetically promoted and school timetables must be flexible enough to accommodate extensive work experience and cooperative learning experiences for all students. Teachers need to apply what is known about learning styles and meaningful learning contexts; parents should endorse the philosophy of the schools that create an environment where interpersonal, communication and employability skills are emphasized and practised.

1. THE CHALLENGE: MEETING THE NEEDS OF MANY DIFFERENT VOICES

The roots of tourism can be traced to Europe in the late eighteenth and nineteenth centuries, but it is the industrial and technological advances of our century that have transformed it into a global economic force.

[Tourism] is a service industry that has its component parts in many other industries; it is seen by many to produce employment and economic prosperity; it is seen by others to cause environmental and social problems. (David Pattison, Chief Executive, Scottish Tourist Board)

The tourist industry is already experiencing the economic and social upheavals of the post-industrial global society as it struggles to stabilize the development of an expanding and well-trained labour force.

Industry and government officials are placing greater priority on career planning and human resource management. There are more initiatives from many different sectors to coordinate and cooperate in education and training. Educators at all levels are now beginning to respond to these initiatives. As they attempt to understand the industry, to meet its needs for standardized yet innovative training and education opportunities, they listen to many different voices.

1.1 THE VOICES OF INDUSTRY

Within the industry there is agreement that employees should be provided with education and training.

There is a great need for increased attention to the training needs of people already in, and wishing to enter, the tourism service industry. . . . Up to 88% of the workers surveyed in the ATHET study had received no formal instruction in tourism/hospitality.* (Calgary Chamber of Commerce, 1987, p. 1)

The Government of the Province of Alberta and major private sector partners have a responsibility for the provision of public education to teach the public the skills and attitudes necessary to strengthen and improve the tourism industry in Alberta, and to improve the profile of tourism as an industry by providing educational units at each level of the educational system. (Calgary Chamber of Commerce, 1987, p. 2)

Planning for tourism and education programs at the Federal and Provincial levels should stress the definition of output standards rather than focussing on the nature of the programs themselves. (Ritchie, 1986, p. 8)

The marketplace is composed of small businesses — it does not always receive the attention or credit it deserves. There is a lack of systematic teaching techniques. (Bowden, 1987, p. 45)

Being able to adapt to change and recognize emerging patterns and processes quickly will be a prerequisite for corporate survival in the next decade. Future employees in the service industry must become career learners and adapters. We are moving towards a society and economy in which the adaptive generalist will flourish. Our educational institutions must prepare youth to educate themselves throughout their lives. (Williams, 1987, p. 4)

* Alberta Tourism/Hospitality Education and Training Study

1.2 THE VOICES OF GOVERNMENT

Government supports the need to work within partnerships to provide education and training for employees in the tourism industry.

The question is: Can Canada at once upgrade the level of training for those at present in the tourism field and structure new approaches to training for those entering the industry? On the answer to this question hangs our future in what is the world's largest single industry. . . . To set new standards of excellence in talent development must be our goal. This will require new and different approaches. New partnerships — between industry and school, school and labour, labour and industry — must be forged . . . (Hon. Tom MacMillan, Tourism Canada, 1985)

Building a strong Tourism industry depends on the private sector and government working together, reacting with vigour and imagination to emerging trends and new opportunities. . . . Staff who are enthusiastic and well-trained are vital to the Tourism industry. To attract capable full-time or part-time people, and encourage them to develop their skills, career opportunities in Tourism must be developed and promoted. There is an urgent need in the industry to improve formal training programs and establish recognized career path opportunities. (Alberta, *Position and Policy Statement on Tourism*, June 1985)

1.3 THE VOICES OF EDUCATION

Students should be exposed to experiences which are gained in a practical setting if they are to be adequately prepared for responsible citizenship and service-related occupations.

Secondary school must prepare students for responsible citizenship in a society which is changing constantly. The best preparation for students to enable them to anticipate and shape the future is a broad general education with emphasis on critical and creative thinking, communication, personal development, science and technology, and an understanding of the community. (Alberta Education, Secondary Education in Alberta, Principle #3, p. 8)

Expanded practical experience programs planned, administered and evaluated in consultation with the academic, cultural, recreational, social services, business, industrial and labour-related communities will be required to provide some students with the knowledge and the practical experiences they need for occupational awareness and preparation. (Alberta Education, Secondary Education in Alberta, p. 16)

- *Educators must bring industry to the classroom and bring the classroom to industry.* (Mercer, Hickling-Johnson, 1985)
- *The greatest employment opportunities are in the service-related occupations.* (Crone, 1989, p. 1-2)
- *The educational system is not designed to produce service-oriented graduates.* (Ritchie, 1988)
- *Vocational skills training is critical but is often taught in a vacuum, unrelated to the existing social and cultural framework. There is a need for people educated in the "big" picture.* (Howell and Uysal, 1987)
- *The real danger in our service industries is not that computers will begin to think like humans, but that humans will begin to act like computers.* (Williams, 1987, p. 2)
- *Our future competitiveness depends upon being able to create work and learning environments which are suited to attracting and stimulating both the intellect and enthusiasm of the human element.* (Williams, 1987, p. 10)

1.4 COMMON THEMES IN THE VOICES

There is a hint of frustrated urgency in most of the voices that speak about tourism education in Canada and in Alberta. The tourism industry and all of its related components has been and is expanding at a rate far ahead of the evolving policies, activities and programs of governments, industry and educational institutions.

Several themes are common in the comments of the professionals involved in tourism and tourism education:

- Tourism, already the world's most important global industry, could be Alberta's most important economic activity by the year 2000.
- There is a critical ongoing and increasing shortage of workers at all levels in the various sectors of the tourism industry. This shortage is due in part to the fact that employment in the tourism industry is perceived neither as a desirable career path, nor as a job requiring special skills or training.
- Tourism education needs to be more than competency-based training in specific occupational skills. Tourism/hospitality courses ought to be combining specific training with education in interpersonal skills, communication skills and generalizable life/work skills.
- There is an urgent need for ongoing coordination and cooperation among public and private sector components of the tourism industry, including public education, with respect to education and training.

2. TOURISM: AN OVERVIEW

2.1 HISTORICAL PERSPECTIVE

Since the beginning of time, people have travelled. They have travelled to visit friends and relatives; they have travelled to visit exotic destinations; they have travelled to discover new lands and cultures; they have travelled to sell their goods or to fight wars.

Well-to-do Egyptians docked their cruise ships regularly at Knossus on Crete and stayed overnight in the Cretan version of motels. For a thousand years, religious and sport festivals drew huge crowds to Mediterranean tourist attractions. Alexander the Great, during his sojourn in India, found a well-established tourism infrastructure. The Romans, in their conquests throughout all of Europe, built transportation networks to the spas, beaches and resorts of the empire. A thriving tourism industry evolved, then, to meet the needs of the traveller.

When the Roman Empire collapsed, and a "Dark Age" settled on Europe, travel became less safe and more restricted. Nomadic cultures continued to roam on all continents in search of food, and in the Arab world great caravans plodded back and forth across Asia and the Middle East. Once in a while a crusading army of Christian knights marched to the Holy Land, generally leaving devastation in their wake and bringing home stories of the riches of the Middle East.

Global world travel began again during the Renaissance. Great monarchies secured the safety of roads and offered huge incentives for successful trading expeditions to the Americas and Asia. Europe was flooded with the riches of other cultures as powerful European nations carved up the world into their own Empires and then fought for their possessions.

Most of the travelling at this time had either business or military purposes. Only the very wealthy were in a position to enjoy leisure-time "touring." Until the industrial revolution, travel by land was always slow and unpredictable and usually uncomfortable, although a network of Inns serviced the needs of travellers. During the 1700s and 1800s the aristocracy of Europe gradually made a tradition of "grand touring." The favoured destination was sunny Italy. Tourism was transformed by the socio-economic changes in the 19th and 20th centuries. Industrialization and urbanization created a working and middle class that divided its time between work and leisure. These developments also created a longing for an escape from the pollution, noise and congestion of cities and a return to the countryside. Seaside and recreational resorts met the vacation needs of the middle classes; new sources of power, in particular the steam engine, made travel quicker and cheaper.

In North America, railways supported travel not only for waves of immigration, but also for tourists. Alberta's tourism industry was born when William Van Horne, desperate to reduce the debt of the Canadian Pacific Railway, decided to market the scenery of the Canadian West to Eastern North Americans and Europeans fascinated by the "frontier." "*If we can't export the scenery, we'll import the tourists*" (William Van Horne, Canadian Pacific Railway, 1885). The Rocky Mountain Parks Act of 1887 set aside a huge tract of land for the benefit and enjoyment of the people of Canada. The CPR moved quickly to build a network of grand hotels at strategic points along the railway and in the mountain parks. Tour packages offered every type of experience for wealthy travellers.

Then came the end of World War II and increasing prosperity for the middle and working classes. During the 1950s and 1960s automobile and air traffic exploded. A rising demand for quality tourism facilities and services sparked major investment in everything from restaurants and motels to amusement parks and attractions. There was massive investment in airport and highway construction; camping and trailer travel became popular.

In Alberta, revenues from tourism mushroomed between 1950 and 1990. North American travellers, who had generated virtually all of tourism industry revenues for the province in the 1960s were joined during the 1970s by visitors from overseas. Their numbers increased by 20 percent annually during the 1970s. Today, a growing number of overseas visitors come from Asia.

The Tourism Industry Association of Alberta and the Alberta Government mounted promotional campaigns such as Alberta Best to entice travellers to all parts of the province. Special events like the Commonwealth Games and the Olympic Winter Games focussed the attention of the world on Alberta. Capitalizing on this reputation is the challenge of the 90s for Alberta Tourism and for the tourist industry.

Introducing

Alberta Goverment Promotion
Alberta Tourism

2.2 DEFINITIONS AND MODELS

Meeting the needs of curriculum planners, teachers and students were the criteria used in the recommendation of selected definitions and models.

2.2.1 Tourism

Tourism, sometimes referred to as a system, sometimes as an activity and often as an industry, is a difficult concept to describe. A world-wide phenomenon of global economic importance, it is the result of decisions by people to travel. Travellers who become tourists may have many different purposes for moving between locations. (See Figure 1: Who Is the Tourist?)

No definitions seem universally accepted

All tourism involves travel, yet not all travel is tourism. All tourism involves recreation, yet not all recreation is tourism. All tourism occurs during leisure time, but not all leisure time is given to tourist pursuits. (Mill and Morrison, 1985, Preface)

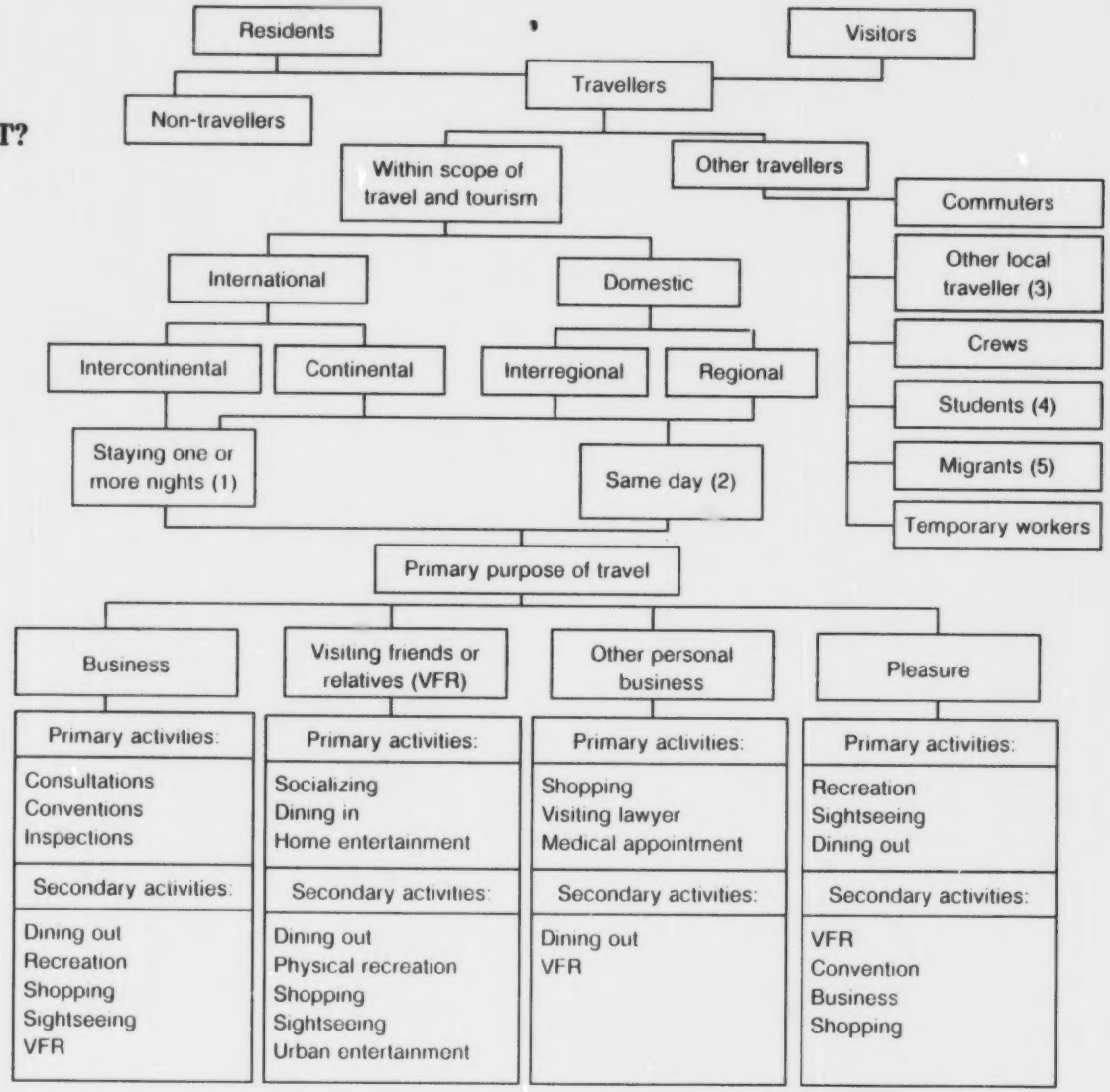
This report adopts the definitions of the Government of Alberta in its *Position and Policy Statement on Tourism*, 1985, p. 5.

- TOURISM – the actions and activities of people taking trips to places outside their home communities for any purpose except daily commuting to and from work.

- TOURISM INDUSTRY – the businesses, organizations, labour and government agencies that totally or in part provide the means of transport, goods, services, accommodation and other facilities, programs and resources for travel.

Figure 1:

WHO IS THE TOURIST?



(1) "Tourists" in international technical definitions.
(2) "Excursionists" in international technical definitions.
(3) Travellers whose trips are shorter than those which qualify for travel and tourism, e.g., under 80 km from home.
(4) Students travelling between home and school only — other travel of students is within scope of travel and tourism.
(5) All persons moving to new a place of residence including all one-way travellers such as emigrants, immigrants, refugees, domestic migrants and nomads.

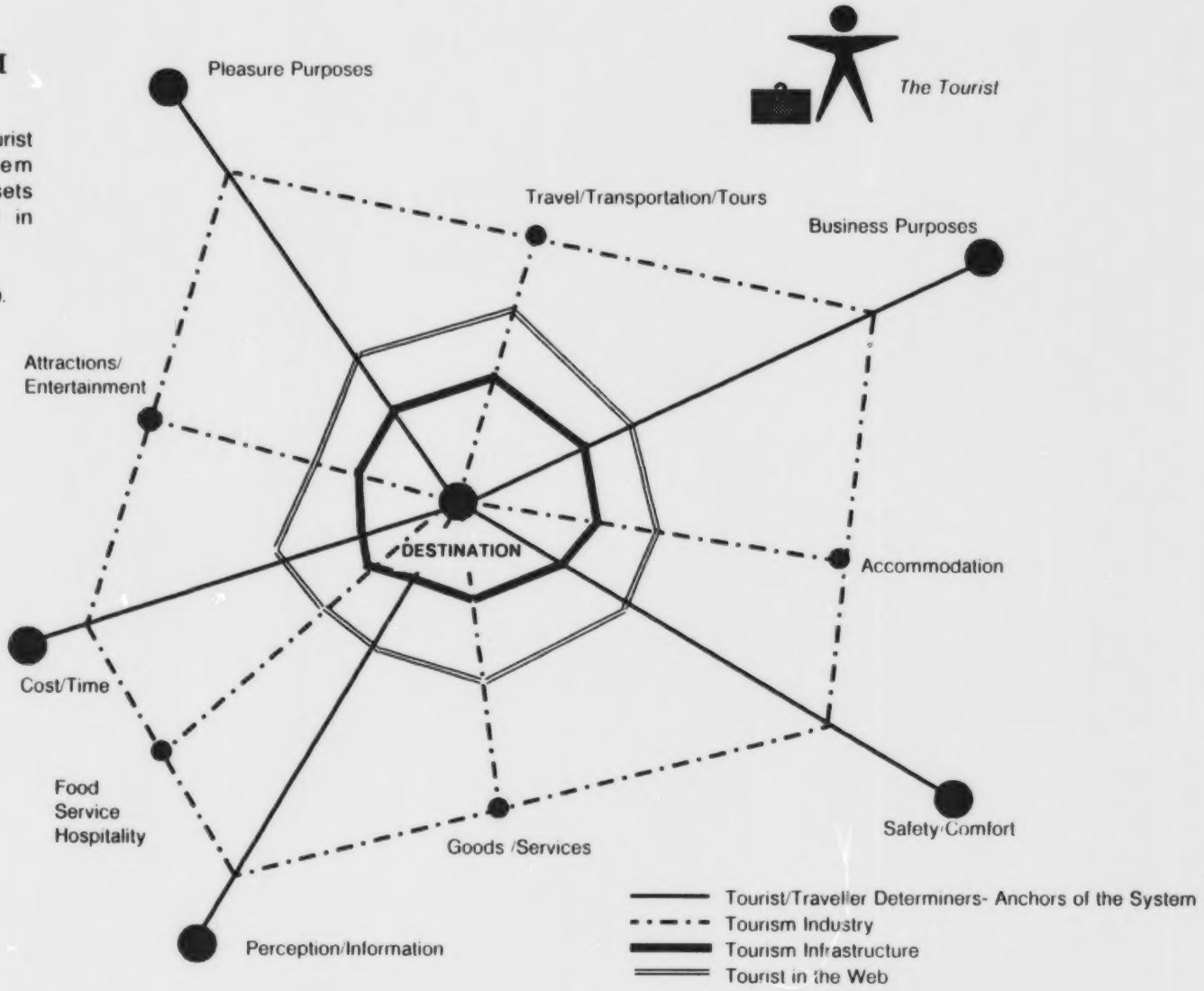
Source: Ritchie, Brent and Chuck Goeldner (1987) *Travel, Tourism and Hospitality Research* Toronto John Wiley & Sons, p 41

Figure 2:

THE TOURISM WEB

As soon as the tourist enters the system (web) the action sets the whole industry in motion.

McGinn and Binder, 1990.



2.2.2 Sectors of the Tourism Industry

The flows and patterns of tourism are the result of a variety of physical and cultural attractions that appeal to the personalities of various types of tourists. It is a complex interrelationship. As in a spider's web, the various components of the tourism industry are linked to the tourist and to each other. Touch one part of the web and reverberations will be felt throughout. (See Figure 2: The Tourism Web)

The anchors of the web are the reasons why a tourist decides to travel. When this decision is acted on the tourist enters the tourism web on the way to a destination.

There are as many ways of classifying the sectors of the tourism industry as there are authors and agencies who try to classify it. Most classify it in terms of the type of businesses that make up the industry.

For the purposes of this study five sectors have been identified:

- Food Service and Hospitality
- Accommodation
- Attractions and Recreation
- Travel and Transportation
- Goods and Services

It was felt that this classification would best facilitate the incorporation of components of tourism studies into existing school programs in Alberta.

A breakdown of these sectors and their related occupational clusters appears in Table I: Components of the Tourism Industry.

Many of the businesses in these sectors do the majority of their business with local folk, and would not identify themselves as being part of the "tourist industry." Raising their level of awareness regarding the importance of tourism not only to their continued prosperity, but also to the general economy of the province and country, is a major challenge for governments and for the industry. (See Figure 3: 60,000 Business)

All tourism educators agree that while it is critical to train employees in the skills for their various jobs, it is also very important to educate with respect to the "system" of tourism — how and why the sectors interrelate and what processes exist as part of the system (Manecon Partnership, 1990, Recommendations).

This becomes an interdisciplinary study integrating the principles of sociology, psychology, geography, economics, leisure studies, marketing, management, design, science, technology, etc.

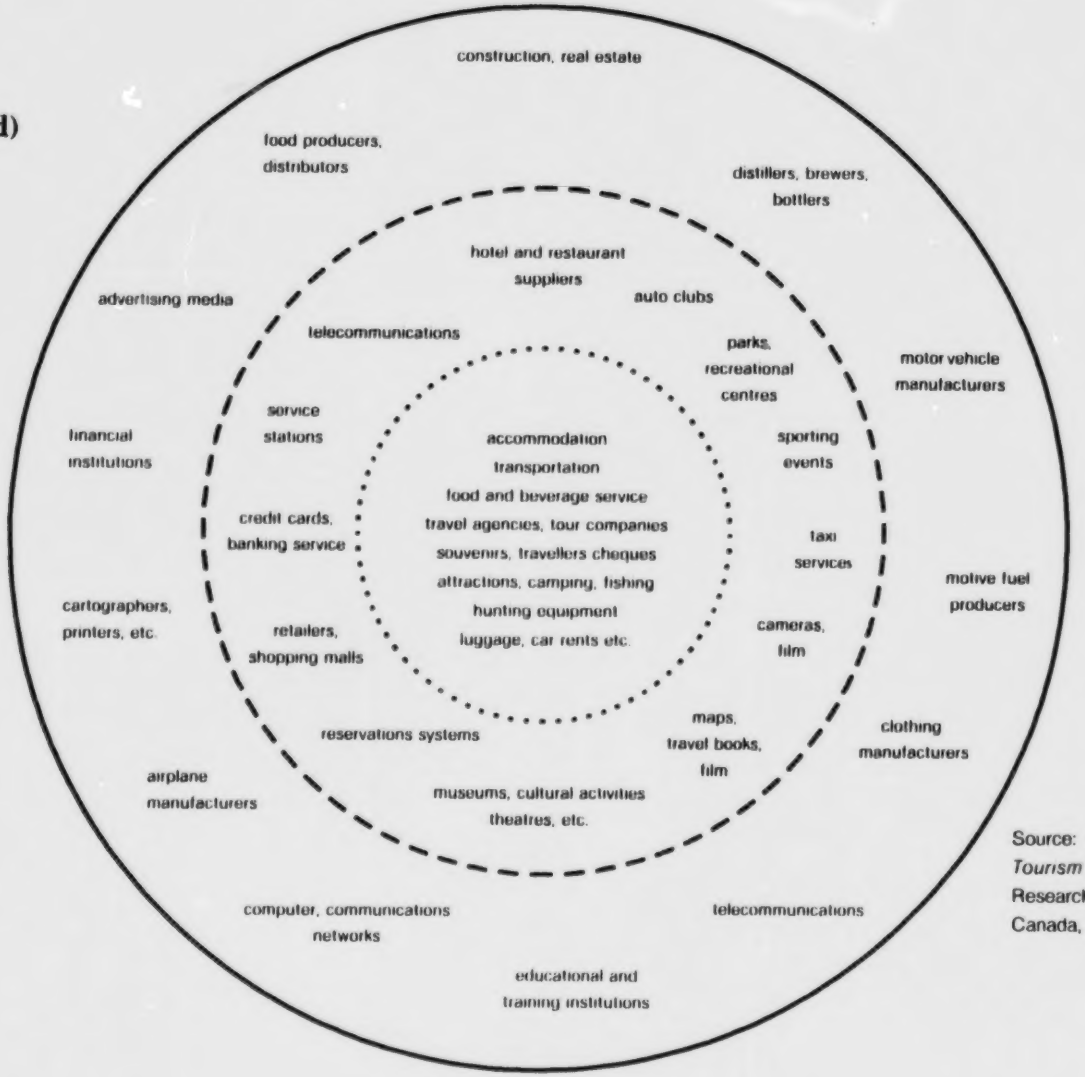
Two diagrams that help describe the system have been included. Figure 4: The Tourism System; Economic Model and Figure 5: The Tourism System; Movement Model.

Table I: **COMPONENTS OF THE TOURISM INDUSTRY**

SUB SECTOR	BUSINESS AFFILIATED	OCCUPATIONAL CLUSTERS
1. FOOD SERVICE AND HOSPITALITY	Restaurant, airline, nightclub, railway, bar and tavern, cruise ship, private club, fast food service, institutional food service, specialized catering service, retail store, vending machine, snack bar	Manager, supervisor, bartenders, waiter/waitress, chef, cook, dishwasher, butcher, baker, cashier
2. ACCOMMODATION	Hotel, motel, vacation camp, campground and trailer park, bed and breakfast, camp for institutions, hunting and fishing camp, university and college, hostel, inns	Manager supervisor, personnel manager, conventions manager, sales representative, front office, staff, telephone operator, housekeeper, laundry attendant, valet, porter, bellhop, building superintendent, social director, bartender, campsite attendant
3. ATTRACTIONS AND RECREATION	Seasonal festival, cultural event, art festival, ethnic festival, sporting event, study trip, meeting, convention,conference, frontier or wilderness adventure, park, theme park, historical facility, cultural facility, sporting facility, resort	Park superintendent, park ranger, naturalist, caretaker, park attendant, mountain guide, hunting and fishing guide, sport and recreation consultant, recreational facility operator and supervisor, camp attendant, theme park operator and attendant, ski instructor, ski patroller, golf professional, lifeguard, recreation researcher, consultant, teacher
4. TRAVEL AND TRANSPORTATION	Long haul, short haul, travel agency, ship, airline, railway, car rental, bus, bike, taxis, tour company, tour guide, tour package	Travel agent, account executive, guide, pilot, owner/operator, flight attendant, public relation representative, driver, manager, mechanic, maintenance personnel, guide, ticket agent, front office staff
5. GOODS AND SERVICES	GOODS - Food producer, distiller, brewer, bottler, automobile manufacturer, clothing and textile manufacturer, wholesaler, construction, souvenir and gift manufacturer, designer service (private sector) gift and souvenir shop, shopping mall and market, financial service, telecommunication, entertainment information and ticketing service, movie and theatre, advertising agency, tourist organization (public sector) transportation infrastructure (roads, customs, permits, etc.) legislation, utilities, promotion, education and training	Farmer, factory worker, sales agent, cashier, designer, construction worker, cottage industry worker, craft consortium, government agent, advertizing and promotion agency, customs officer, lawyer

Figure 3:

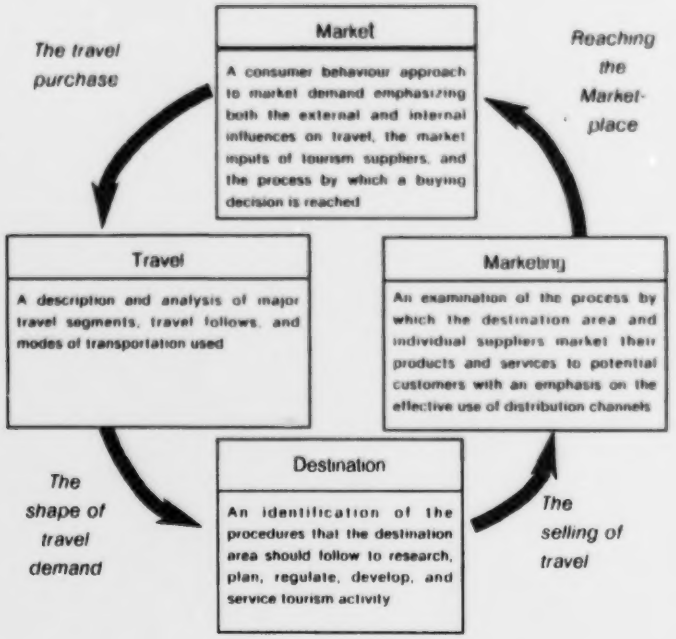
60,000 BUSINESSES (Tourism Related)



Source: Canada: *Canadian Tourism Facts*. (1988), Research Directorate, Tourism Canada, p. 2.

Figure 4:

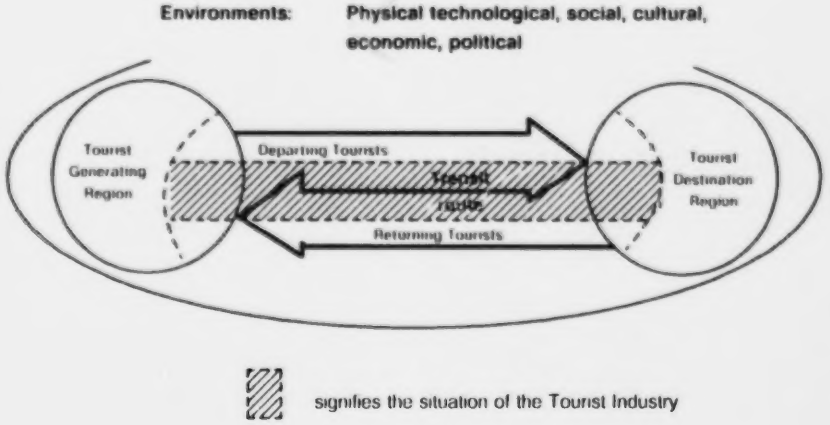
THE TOURISM SYSTEM: ECONOMIC MODEL


Market
A consumer behaviour approach to market demand emphasizing both the external and internal influences on travel, the market inputs of tourism suppliers, and the process by which a buying decision is reached
The travel purchase
Reaching the Market-place
Travel
A description and analysis of major travel segments, travel follows, and modes of transportation used
Marketing
An examination of the process by which the destination area and individual suppliers market their products and services to potential customers with an emphasis on the effective use of distribution channels
The shape of travel demand
The selling of travel
Destination
An identification of the procedures that the destination area should follow to research, plan, regulate, develop, and service tourism activity

Source: Mill, Robert and A.M. Morrison (1985). *The Tourism Systems. An Introductory Text.* Englewood Cliffs, NJ: Prentice Hall, p. 2.

Figure 5:

THE TOURISM SYSTEM: MOVEMENT MODEL



Source: Leiper, Neil

2.2.3 Training/Education

There is an ongoing debate about whether the energies of tourism educators should be focussed on "training" or on "education." For many owners/operators the immediate priority is to have more staff trained in specific skills. Others emphasize the need for multi-skilled employees with a broad understanding of the industry.

"Training," with its historic overemphasis on stimulus response and measurable behaviours, and its association in schools with those who "can't do" an academic program, is a term this study will avoid. Referring to a tourism or hospitality program as training is a sure way to assure that many competent, intelligent and college-bound students never enroll in the course. Nevertheless "training" is the term most frequently applied to industry-based skill development programs for employees.

- TRAINING for the purposes of this study, will refer to programs established by an employer or agency to provide on-the-job instruction and/or employment upgrading for individuals presently or potentially employed by the tourism industry.

- EDUCATION is the formalized institutional program for students specifically enrolled to acquire knowledge, skills and attitudes related to tourism/ hospitality studies.

- CUSTOMER SERVICE emphasizes employee attitudes and behaviours that are required in all successful service related businesses.

These behaviours are often referred to as HOSPITALITY, a word used in a number of different ways in the literature. For example, "hospitality" courses offered by institutions and agencies are often training programs for a specific job or occupational cluster. Because of the three ways that the word hospitality is used in tourism literature: a) as a sector of the industry including food and lodging; b) as a set of desirable behaviours; and, c) as a type of training or educational program the phrase CUSTOMER SERVICE will be used in this study to refer to those special interpersonal and client focussed skills that are so important in the service sector.

2.3 IMPACT OF TOURISM

2.3.1 Global: It's a Small, Small World

Tourism has become the world's most important global industry. All regions of the world share in an ongoing expansion of international and domestic travel. (See Table II: Tourism; A Global Perspective) The World Tourism Organization, an intergovernmental coordinating body established in 1925, estimates that total world tourism arrivals in 1988 increased 8.7 percent over the previous year, and that spending increased by 22.5 percent. Most of this activity, 88 percent of it in fact, takes place in wealthy, developed countries. (Go, 1990)

Receipts from international tourism accounted for more than 7% of world trade in goods and services, and gained tourism a place among the top three constituents of world trade along side oil and motor vehicles. (Research Directorate of Canada, 1988, p. 2)

This trend is expected to continue as global peace and economic stability combined with rising disposable incomes and a maturing population make international travel affordable and attractive. *"It is a luxury available to a world-wide global audience"* (Campbell, 1990). The Columbia Charter emphasizes world peace through tourism and is reproduced on page 15.

Europe and North America are popular destinations, although tourism has also increased in the developing countries. Both offer the warm, sunny beach experiences that attract sun-seekers. One author describes a "pleasure periphery" to which the "golden hordes," white-skinned, wealthy European and North American vacationers, migrate for short periods of time. (Turner and Ash, 1975)

On the other side of the world are the so-called "four tigers" of the Pacific Rim: Japan, Taiwan, Korea, Singapore. Their prosperous populations have the potential to become a huge tourism market.

Because it is a "clean" industry, because it has the potential for creating jobs, because it is an instant source of revenue, tourism is considered by most governments to be a politically and economically attractive industry to develop and promote. It is one of the most attractive of the sustainable industries. Therefore, world-wide competition in the industry is intense.

WORLD PEACE THROUGH TOURISM

The Columbia Charter

"The first Global Conference: Tourism – A Vital Force for Peace" (convened in Vancouver, British Columbia, Canada, October 23-27, 1988):

Observes that tourism is a world-wide social/cultural phenomenon involving people of all nations as hosts and guests;

Asserts that tourism is a fundamental human activity involving social, cultural, religious, economic, environmental, educational and political values and responsibilities;

Expresses that urgent reality that peace is an essential precondition for tourism and all other aspects of sustainable human growth and cultural development;

Acknowledges that tourism is growing more rapidly than other economic sectors;

Cautions the our global society has reached a critical crossroad in the earth's history demanding responsive strategies which address the political, social, economic and environmental problems facing humankind;

Promotes tourism which is in harmony with the world's natural and cultural resources;

Maintains that the monitoring, protection, preservation and wise use of the environment and ecological balance is essential to the future of tourism;

Encourages the funders and developers of tourism projects to support development which is consistent with the "social fabric" of the host community and reinforce local values, culture and the sustained vitality of the natural environment while providing equitable economic benefits to the local economy;

Seeks to advance the full exercise of human and civil rights as stated in the United Nations' Universal Declaration of Human Rights;

Recognizes that human understanding increases through face-to-face communication and positive interaction between people, especially at the community level;

Reinforces the hope that tourism will nurture conditions through which people can coexist, share their beliefs, appreciate each other's cultures and develop friendships;

Reminds that tourist are both teachers and students whose classroom is the world;

Advocates the development of educational systems both in institutions and in the community, in which everyone from industry leaders and government to individual tourist can learn the possibilities and the value of tourism as a force for peace;

Highlights the importance of accessibility to, and dissemination of, information concerning all peoples and regions of the world;

Calls for cooperative efforts between nations, private sector, companies and volunteer organizations which foster and implement places from peace, twinning of cities and other exchange and connective programs;

Notes that governments, academic and private-sector leaders have identified and supported the potential of tourism as an influencing force for global peace through respect for human dignity, cultural diversity and the natural environment which supports all life;

Solemnly Calls upon nations, government bodies, organizations and individuals to eliminate war, terrorism and injustices, stop the arms race, free hostages and shape new policies to guide public and private sector initiative to build a world which works for everyone, and in which tourism:

- promotes mutual understanding, trust and goodwill;
- reduces economic inequities;
- develops an integrated manner with the full participation of local host communities;
- protects and preserves the environment, both built and natural, and other local resources;
- contributes to the world conservation strategy of sustainable development.

Resolves to implement the Conference recommendations and initiatives through responsible action undertaken:

- individually, through our interrelated roles as tourists, hosts and world citizens, guided by the "Credo of the Peaceful Traveller;"
- collectively, through the International Institute for Peace through Tourism and the Columbia Club and through other such strategies required to reach the goals of "World Peace Through Tourism."

Table II: **TOURISM: A GLOBAL PERSPECTIVE (A SUMMARY)**

	ALBERTA	CANADA
I **Image of the Tourism Industry**	• public perception that tourism occupations have limited potential as a career • lack of unification in the industry with many disjointed roles and role players • need for a sense of personal pride in the job to improve standards of service • greater public awareness needed to understand the future economic impact of the industry	• need to develop a public awareness and understanding of the economic impact of tourism as an important revenue source • the fastest growing among all industrial sectors creating more direct and indirect jobs • an image problem based on the "flip-side" of the great outdoors City scope is in, diversity and difference is important to the American market • need for a comprehensive strategy and coordination between government and industry
II **Government Roles and Responsibilities**	• to provide "building blocks" • develop partnership with industry by assisting and encouraging development • promote and help develop four season travel destinations • minimize regulations and assist local levels of government to develop and smooth the way for further tourist opportunities • upgrading the transportation system, signage and utility infrastructure in under serviced locations	• Tourism Canada is involved in development, marketing and corporate affairs • subsidiary agreement with provincial governments to help attract tourists • a research role to continually provide information and analysis on tourist needs, travel flow and degree of satisfaction • promotion of major events such as the Olympic Games and assistance with capital investment • the strength of the Canadian dollar, free trade, deregulation of the airline industry to generate competition • major marketing programs based on tourism behavior research to attract out of country travellers
III **Industry Roles and Responsibilities**	• the "architect" of the industry with resources, ideas and leadership • excellence of services in all areas and monitoring performance • welcome the world with multilingual service, honor reservations, accurate relevant information and fair exchange rates • provide a positive climate for out of province investment and management • partnerships with educational institutions to plan, develop and deliver programs to meet the industry needs	• a competitive marketplace that will intensify requiring improvement in quality, marketing and creativity • more attention to quality of service, training, retraining and education • need for impacted seasonal labor or creative incentives and ideas for year round tourism • integration of small operation into coordinated units to negotiate better deals for tourists • work closely with government and educational institutions to meet the industry needs • awareness of business travel as critical to success
IV **Balance of Conservation and Development of the Environment**	• integrated planning system" to accommodate renewable and non-renewable resources • a commitment to provide adequate protection for significant natural and cultural resources • promote clean air, clean water and safe cities • public hearings to encourage and allow citizen input into development • support conservation along with enhancing economic growth	• in 1980 Parks Canada established the objective for National parks to protect for all time, to encourage public understanding and to leave them unimpaired • public input into planning and development to develop compatibility between visitor needs and natural environments • promote development outside the park system • institute a park and ride system to protect environmentally sensitive areas • focus on historic and cultural sites, renewal and restoration • create smaller regional parks to divert automobile tourists
V **Global Concerns**	• continue to attract the United States market • promote a growth market in the Pacific Rim • promote the business travel market and economic and financial activity • no sales tax which is a major benefit for all tourists	• Canada is seen as a safe travel destination and for many culturally familiar • develop access and movement with other North America partners • determine sensitive areas that require protection from the tourist
VI **Impact on Education and Training**	• an urgent need to improve and coordinate educational programs • establish the potential for tourism as a career with opportunities for transferable skills within the industry • encourage programs for secondary students and the unemployed	• the labor intensive industry, often low paying, seasonal and part time needs to develop appropriate job clusters • federal/provincial initiatives for job creation and support for retraining appropriate to the tourism labour force • exploration and coordination of all levels of education across the country • partnerships with industry and educational institutions • improve the working conditions and general awareness of the industry • travel study, exchanges, scholarships, summer abroad apprenticeships

UNITED KINGDOM	EUROPEAN COMMUNITY	NEW ZEALAND
• change the "candy floss" image to one that recognizes the significant contribution to the society • develop public awareness of the suitability of tourism as a career choice • support the awareness of "heritage" for successful growth in tourism	• tourism is a social phenomenon that is developing rapidly • the European multinational, multilingual community can use tourism as a unifying voice • a prime economic sector essential in the achievement of a European internal market	• most New Zealanders welcome large numbers of tourists • an understanding of tourism 's the contribution to the economy • increased tourism would improve lifestyle and have no negative effect
• a well established deregulation • use of statutory tourism boards to support employment generation • create the environment for industry to flourish and stimulate growth • simplify and improve the planning system to support small business and local authorities	• the Community of Twelve have to research, coordinate, develop policy and provide financial support • convince community members that local vacations need to be spread out over all seasons of the year • facilitate tourism in the European Community by 1992 eliminate border checks, integrate visa systems • define linkages, identify obstacles for a collaboration of industry and training	• exchange rates encourage the idea of a "bargain" holiday destination • increase departure tax to support research and development • "fine-time" marketing to promote the unique benefits and the values and "lifestyle" approach • research to monitor traveller perceptions to target marketing • assistance to the industry only to offset extra costs due to Government intervention in the economy • remove and/or simplify unnecessary regulations • more free trade opportunities
• recognize that tourism is not a monolith, but a diversity of large, medium and small businesses • the business person has the ultimate responsibility for adapting to tourism trends and generating wealth creating activities and employment	• the service industry must respond to the need for multi languages, insurance, banking, medical, legal and etc • develop practical travel guiding standardization of hotel information and flexible transportation • recognize the benefit in employee commitment, productivity, gains and increased profit • local, regional small and large business development to promote the old and the new	• tourism is industry driven, promoted and managed and requires more industry investment • need for a Tourism Federation to provide unanimity in the industry for both existing organizations and regional views • the industry is a high labor user, low impact, high capital requirement and generates high levels of net foreign exchange • attractive for "off-shore" investors and for innovative and entrepreneurial tourism operators
• tourism activity is community, heritage and countryside based • commitment to both protect and enhance the environment • high standards of policy planning, design and management • encourage more positive attitudes towards the benefit of development	• promote better geographic distribution of tourist flow • focus on both rural and cultural tourism • promote restoration and renewal of urban areas and historic sites • respect for clean air, clean water and preservation of cultural heritage	• focus on nature, home stay, festival and cultural events, physical activity and outdoor pursuits • regional themes to spread out the location and movement of the tourist
• world tourism will continue to grow • leisure spending will grow faster than other consumer spending • interest in the environment and conservation will continue to grow • demand for "active" attractions like walking, cycling, bird watching, interpretive areas	• need for a common agreement following the Chernobyl nuclear catastrophe which resulted in heavy tourism losses • provide better protection and information for the tourist	• work with Australia and Pacific Islands to improve the share of the long haul market
• continue to promote national tourism awareness (1986 video) all secondary schools • integrate topics into existing curricula • fully integrate "tourism" as a subject to be taught • collaboration and cooperation	• the apprenticeship programs influence on curricula and strategies • promote tourism as a year round industry to improve the status of tourism as a career • improve the working conditions of the industry • facilitate multi-lingualism, study abroad, standardization of computer vocabulary • many programs privately funded, independent and flexible • develop tourism courses and interpreters	

2.3.2 Canada: Selling Cities, Serenity and Safety

"Tourism is a major national industry playing a key role in the vitality of the Canadian economy" (Canadian Tourism Facts, 1988). Because tourism involves so many different kinds of businesses who also do business with the local market, its importance is often overlooked.

It is presently ranked third among Canada's exports, ahead of newsprint, lumber, crude petroleum, wheat and natural gas.

Canada's total travel receipts from both foreign visitors and Canadians travelling within Canada reached $24.2 billion, in 1988, [See Figure 6: The Canadian Tourist Industry] *an increase of 16.6% over 1987. Tourist spending supported employment for 632,000 Canadians, provided over $16 billion in direct wages, salaries and profits, and generated almost $11 billion in taxes for all levels of government.* (Research Directorate, Tourism Canada, 1988)

In 1987, Canada was in ninth place among the top international tourism destinations, ahead of countries such as Australia and Japan, but behind the United States, Spain, Italy, France, United Kingdom, West Germany, Austria and Switzerland.

Most tourism activity in Canada is generated by Canadians themselves. (See Figure 7: Tourism in Canada, 1986) They also contribute 66.8 percent of tourism revenue. For this reason, the promotional energies of Tourism Canada have traditionally focussed on "Canada First." Whether a bigger proportion of the advertising dollars should be spent on the international market, particularly for Pacific Rim tourist dollars, is an ongoing debate. Competition world-wide is fierce and expensive.

In the past, Canada was marketed to the world and to the U.S. in particular, as a land of breathtaking scenery and wilderness adventure. From the point of view of attracting large numbers of American tourists, this image presented a problem.

Canada, the Americans said, is a "man's world", the perfect place for the Marlboro Man to visit on vacation . . . nearly inaccessible, there are few hotels or creature comforts (*The Globe and Mail*, March 13, 1990)

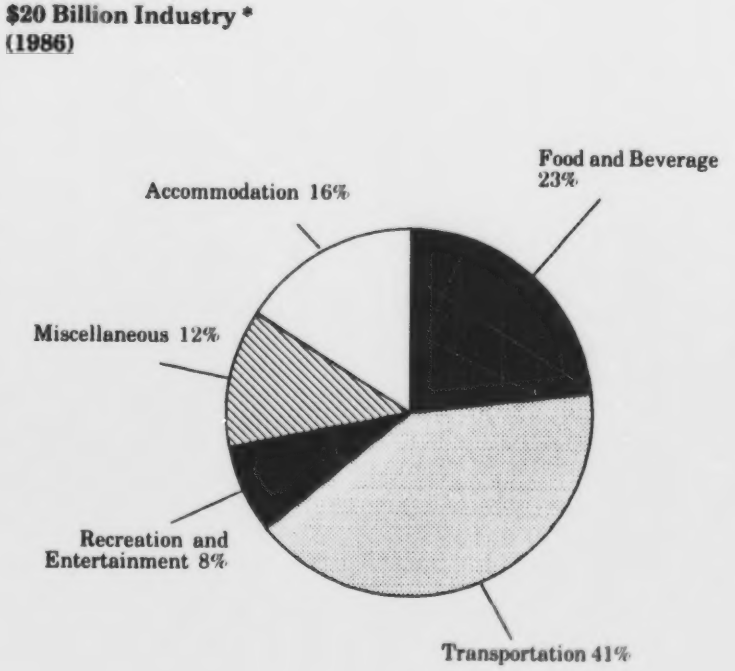
Tourism Canada's new efforts will focus on Canada as an exotic destination, urban and "decidedly cultural."

Nevertheless, "ecotourism," the opportunity to experience clean air, clean water, blue skies and solitude, is a market trend, particularly in overcrowded Europe and Asia. Canada is still rated most highly for its nature and outdoor opportunities and for its hygiene and cleanliness, personal safety and interesting and friendly people. ("Pleasure Travel Markets to North America," 1989)

Tourism activity in the country is coordinated by two national agencies: Tourism Canada, which is a ministry of the federal government, and the Travel Industry Association of Canada (TIAC), the voice of the industry. (Contacts and programs are listed in Appendix D.)

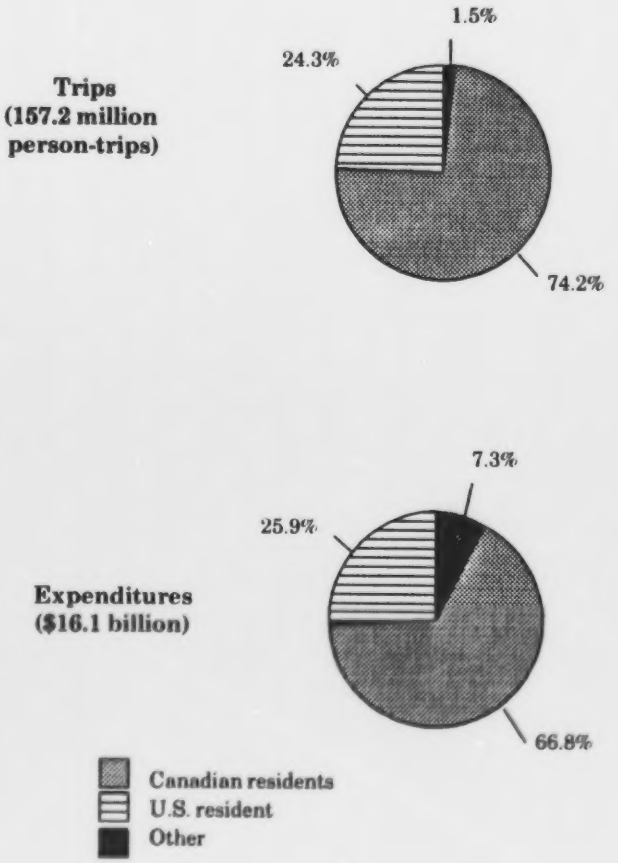
The Canadian Tourism Research Institute was established in 1987 *"to provide independent and objective information for the Canadian tourism industry in order to assist the industry in becoming as productive and competitive as possible."* (*National Task Force on Tourism Data*, March 1989, p. 35).

Figure 6: The Canadian Tourist Industry



* 1988 figures - $24.2 Billion

Figure 7: Tourism in Canada, 1986



Source: Canada (1985) *Tourscope: Tourism in Canada A Statistical Digest*, Government of Canada, Ottawa, Chart 1.1

2.3.3 Alberta: More Than Mountains, Moose and Mounties

Tourism, already the third most important industry in the province, is an important component of the strategic plan for economic diversification in Alberta. It is not a consumer of non-renewable resources; it is perceived to be "clean" and "green" (a potential promoter and protector of the environment); it contributes many jobs. By the year 2000, it is expected to surpass agriculture as Alberta's second most important industry.

When agriculture was king in Alberta, no one paid much attention to the sporadic rises and collapses of an upstart called energy. But the Leduc discovery in 1947 changed all that. Almost overnight, oil was propelling the Alberta economy. No sector is yet laying claim to energy's firm hold on the reins: certainly tourism isn't a contender. Or is it?

Ten years ago, tourism was synonymous with traffic jams on Banff Avenue and visitors with accents donning white hats during the Stampede. But tourism is no longer a seasonal activity limited to a few big attractions. It's a year-round big-league business attracting new breeds of tourists — international travellers, visitors with larger disposable incomes and more affluent seniors with the time and energy to see the world. (Calgary Commerce, July 1989)

By 2000, provincial tourism revenues are expected to rise from $2.4 billion now to $10 billion and employment to double from approximately 100,000 to 200,000.

Almost 70 percent of the province's tourists are Albertans travelling within their own province. (See Figure 8: The Alberta Tourism Market) Canadians from other provinces (mainly Saskatchewan) make up 18 percent of the visitors, Americans 10 percent and overseas visitors 3 percent.

The era between Expo '86 and The Calgary Olympic Winter Games in 1988 was a time of huge increases in activity and revenue. This trend is expected to slow down temporarily. Alberta Tourism is predicting a 14 percent decline in the number of tourists from other provinces visiting Alberta. Americans, however, are expected to continue coming. Visits by overseas tourists, particularly from the Pacific Rim countries, are expected to increase.

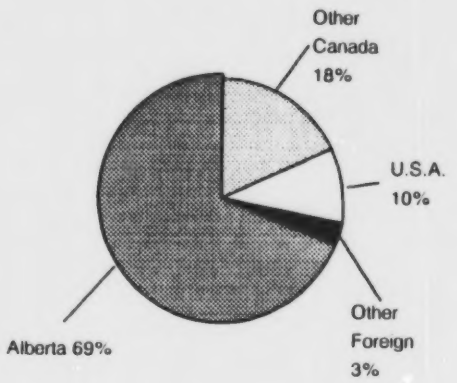
Out-of-province visitors contribute more than half the tourism dollars to the Canadian economy. And because Alberta Tourism perceives the North American markets (Albertans, Canadians and Americans) to be a mature market (i.e., having reached its potential for expansion) it is targeting new market initiatives at the international tourist. *"If we're really going to be effective, we have to look beyond the boundaries of Alberta"* (Campbell, 1990).

Some imaginative marketing strategies will need to be used. *"Alberta has over sold its 'mountains, moose and mounties' image"* (Link, 1990). Golfing holidays, bird watching, farm vacations, real ranch experiences, the "healthy vacation" have international appeal.

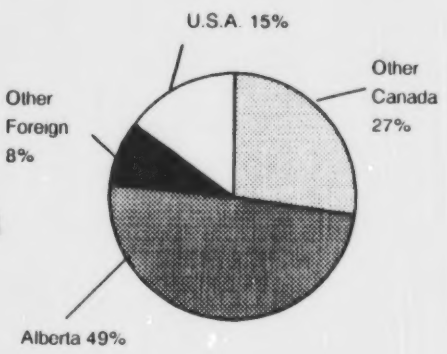
Today there is a growing, if sometimes grudging, recognition that the most important tourist attractions in Alberta are clean air, clean water and open spaces. Developers and conservationists are no longer locked in an adversarial relationship. Protecting the environment makes economic good sense.

Figure 8: THE ALBERTA TOURISM MARKET

VISITORS



EXPENDITURES



NUMBERS AND EXPENDITURES OF VISITORS, BY ORIGIN STAYING ONE-OR-MORE NIGHTS, 1988

Source: Office of the Deputy Minister, Alberta Tourism

Figure 9: ALBERTA TOURISM ZONES

Tourism Zones

1) Chinook Country
2) Gateway
3) Big Country
4) David Thompson Country
5) Battle River
6) Lakeland
7) Evergreen
8) Land of the Mighty Peace
9) Jasper National Park
10) Calgary and District
11) Edmonton
12) Banff National Park
13) Game Country
14) Land of the Midnight Twilight

Source: *Community Tourism Action Plan*, BK.1, p. 7. Alberta Tourism

Alberta Tourism has recently restructured its department to put more emphasis on strategic planning and coordination. "*It was a restructuring for the future.*" Besides planning, coordination and marketing, the other priority is education. "*We don't have a 300 year history of professionalism in the industry*" (Campbell, 1990). The Alberta government is committed to work with industry to assure a supply of skilled and committed tourism employees.

Tourism in Alberta used to be synonymous with a visit to the national parks. "*People became too dependent on national parks for tourism*" (Day, 1990). Now community level tourism planning and implementation all over the province is an important part of the long term strategy for developing Alberta's tourism potential.

The province is divided into 14 tourist zones, with alluring names like "Land of the Mighty Peace" and "Big Country." (See Figure 9: Alberta Tourism Zones) Each zone has an association concerned with the marketing, promotion and development of tourism within the zone's specific geographic region. Community Tourism Action Planning Manuals are being used by 300 of 430 eligible communities to help them plan their tourism strategy.

There are a number of organizations and agencies, many of them in their infancy, that facilitate coordination among the various sectors of the industry. The Tourism Industry Association of Alberta (TIALTA) was organized 30 years ago to provide an effective, collective voice to government and to the public sector on behalf of Alberta's private sector tourism industry. Each of the zones also has its own association.

Recent government initiatives include the creation of the Alberta Tourism Education Council to "*stimulate and integrate the resources of industry, government and education to meet the present and future education and training needs of Alberta's tourism industry*" (ATEC Brochure, 1989). A new **Alberta Best** tourism attitude and awareness program will focus attention on the importance of friendly, professional service in all sectors of the industry, and tourism awareness among all Albertans.

Other initiatives are being taken by tourism education consortiums in Calgary and in Northern Alberta specifically to coordinate efforts in education and training. They include both institutional and industry representatives.

The pace and dimension of growth and change in the tourism industry has created a province-wide movement toward integration with a focus on education, training and technology.

Put very simply, "*For all its size and complexity, tourism comes down to an individual experience for an individual tourist*" (Baker, 1990). Tourism is delivered with and through people. The expectations of the tourist for quality service and value for their money are high.

In Alberta, as in the rest of Canada, "*We have to improve our image and appeal to a broader spectrum of the work force*" (Fernets, 1990).

Tourism is the first of Alberta's major industries to require a large labour force skilled in communications, interpersonal relations and service. With unified determination, the professionals in the tourism industry are preparing to meet the challenge of finding and educating people committed to people. They are asking the educational institutions to do the same.

Tourism is a people-oriented service activity whose success ultimately depends upon efficiency of services provided and the quality of human relations. (Ritchie, 1985, p. 5)

2.4 TRENDS AND ISSUES: TWO STEPS FORWARD, ONE STEP BACK

2.4.1 Trends in the Tourism Industry

Several trends are emerging that impact the tourism industry:

- Globalization and deregulation – free trade, EEC, declining barriers between nations.
- Legislation
  a) consolidation of tourism-related legislation;
  b) creation of new legislation to protect environment, establish standards for facilities, etc. and to protect the free market.
- Privatization – of national airlines, for example.
- Concentration – multi-national travel and tourism conglomerates.
- Cooperation – symbiotic relationships between businesses in various sectors of the industry and with governments and educational institutions.
- Segmentation – Creation of products and attractions based on specific markets and locations, sometimes called "niche marketing."
- Innovation – *"The answer to the labour shortage is not more labour; it is technology."* (Go, 1990)
- Communication – cross-cultural, intergovernmental, inter- and intra-industry.
- Focus on the environment.
- Educational initiatives.
- Emphasis on planning and management – of people, of the industry, of the environment.
- Changing demographics – reduction in number of young people (15 to 24) who typically filled entry-level positions; increase in the number of mature tourists.
- Changing sources for immigration – non-European with different cultural, linguistic and religious heritages will require more English language training
- Development of service-related occupational clusters.

2.4.2 Issues in the Tourism Industry

Labour Shortage

At issue here is how to meet the needs of the industry for labour when labour requirements are increasing and the labour supply is decreasing. Some businesses have actually given up advertizing for vacant positions.

Industry experts are now saying that Canada's $21 billion tourism industry is facing a crisis of major proportions if the training/education issues are not immediately addressed. (Hutson, 1989, p. 5)

Suggested solutions include allowing more immigrants, automating many hospitality industry functions and attracting more people to tourism-related occupations. The Alberta government and TIALTA are emphasizing career awareness and education and training programs. These are being coordinating through the Alberta Tourism Educational Council.

Image of the Industry

One of the reasons why tourism-related businesses cannot attract and maintain a committed labour force has to do with their image. With some justification, the general public and young people, in particular, expect a job in tourism to be low-paying, part-time, sometimes unpleasant and definitely temporary. Some establishments quote a turn-over rate of higher than 100 percent. In addition, the industry has often not been taken seriously by other industries or by governments.

Policy planners and industry advocates have long had difficulty battling the myth that tourism is a "frivolous" activity without any real economic benefits to the country. (National Task Force on Tourism Data, 1989, p.4)

Lack of Consistent Data

Getting consistent statistics on the state of tourism and on future trends remains a frustrating challenge. The National Task Force on Tourism, established to make recommendations regarding a uniform system for tourism data collection, reports that *"the lack of consistency and standards in measuring tourism has helped contribute to the impression that the numbers are suspect...This lack of credibility has not encouraged industrial or political leaders to give the industry the serious attention it deserves"* (National Task Force on Tourism Date, 1989, p. 4).

The inconsistency of data on tourism also has implications for individual businesses. Without effective market surveys and tracking systems, business cannot respond quickly to changing market trends and thereby compete effectively in the global marketplace. Establishment of the Canadian Tourism Research Institute and a branch of planning and policy at Alberta Tourism are responses to these concerns.

Development vs Conservation

In the past, conservationists and developers have been *"locked in an adversarial relationship. For years the province focussed its tourism development dollars on building facilities. Developers too often seemed interested in making money over the short term, with little thought for the long-term consequences of their actions. In response, conservationists began to feel that any development was detrimental, and should be fought at all costs"* (Fedlow, 1988, p. 6).

Today, however, there is a change in attitudes on both sides, a growing recognition that tourism development and conservation should form a natural partnership. The tourism industry is dependent on Alberta's natural environment. For this reason conservationists need support to persuade the government to set aside more protected parks and wilderness areas.

Tourism will increase four-fold by the year 2000. Advocates of both sides emphasize that the important thing is to manage that growth well.

Tourism Education and Training

Ritchie and Speckeen (1986) identify a number of problems related to tourism/hospitality education and training:

- unclear and sometimes unsound educational objectives
- lack of cooperation or collaboration between private and public sector
- a failure to look upon tourism/hospitality as a legitimate and acceptable professional career area
- failure to apply research findings to the improvement of education for the industry
- lack of cross-disciplinary approaches
- fragmentation of education and training
- lack of up-to-date data concerning educational needs
- poor public reception of the industry
- lack of a career ladder.

The Alberta Tourism Education Council is addressing some of these concerns with a number of initiatives. They are bringing together the key players in the tourism education field, creating a certification program for tourism occupations and providing educational resources, career awareness and training programs.

2.5 MANPOWER AND CAREER ANALYSIS

2.5.1 Just the Facts Ma'am

The pace of change in the employment outlooks of our country and our province can be illustrated by a comparison of employment predictions of 1984 and 1988. A 1984 Government of Alberta White Paper indicated that heavy fossil fuels and associated chemicals, agriculture, forestry and diversified manufacturing would continue to be the important economic activities of the future. Tourism was not even mentioned.

In 1986, tourism became a "stand alone" ministry of the Alberta government. At that time the tourism industry was employing approximately 100,000 people, was poised to surpass agriculture as Alberta's second most important industry and was the province's number one job generator.

One of the principal benefits of the tourism industry is this great potential for creating jobs. The predictions of *Future Shock*, (Toffler) *Third Wave*, *Mega Trends* (Naisbitt) and others, that service industries and entrepreneurial endeavours would replace manufacturing as the largest employer, have come true in this province.

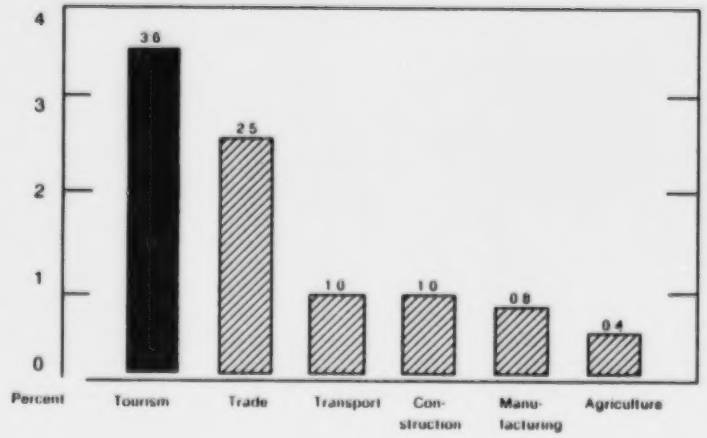
In Edmonton, between 1974 and 1982, smaller workplaces, service firms, created 55 percent of net new jobs.

In 1988, tourist spending supported over 630,00 direct jobs in Canada, 10 percent of the labour force. At 3.7 percent, its growth rate between 1978 and 1988 was the fastest among all industrial sectors in Canada. (See Figure 10: Employment Growth Rate by Industry Sector 1975-1986 and Figure 11: Direct Employment – Tourism 1978- 1988)

In Alberta, about 70,000 people work directly in tourism-related jobs, full-time, part-time and seasonal. Another 30,000 are employed indirectly by the revenues and wages of tourism. By the year 2000, this combined figure is expected to double to 200,000.

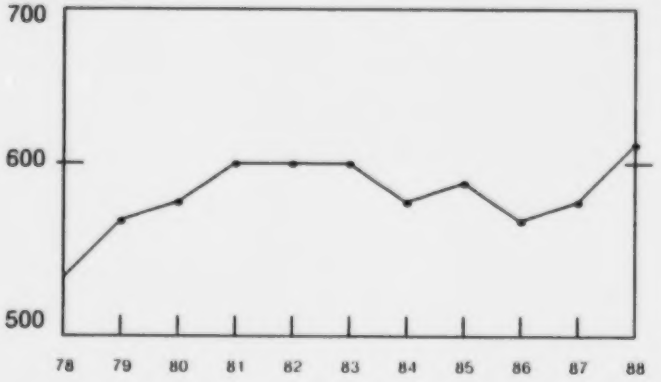
The Canadian Tourism Research Institute projects that between 1987 and 1992, employment levels in the accommodation and food sector in Alberta are expected to grow by 18 percent. This compares with a 7.3 percent predicted increase in the total Canadian economy for the same period.

Figure 10: EMPLOYMENT GROWTH RATE BY INDUSTRY SECTOR, 1975-1986



Source: *Canadian Tourism Facts* (1988) Government of Canada

Figure 11: DIRECT EMPLOYMENT - TOURISM 1978-1988 ('000 of Person - Years)



Source: *Canadian Tourism Facts* (1988) Government of Canada

One example of how a tourist might fuel the local economy.

TOURISM - WHO BENEFITS*

There are many businesses and individuals who benefit directly and indirectly from tourism. When a tourist stays over one night in a community:

$ 40.00	is spent for a hotel room
25.00	is spent for supper and breakfast
25.00	is spent for gas
10.00	is spent for a souvenir/gift
Total $100.00	

The hotel where the tourist stayed employs	*8 people*
The restaurant where they ate employs	*6 people*
The gas station where they filled up employs	*3 people*
The gift shop where they bought the gift employs	*2 people*
Total Direct Employment	*19 people*

A good portion of the $100.00 the tourist spent in the community is paid out in wages. The money helps:

* The hotel clerk buy a roast at the local supermarket
* The waitress buy a new pair of shoes at the local shoe store
* The gas jockey rent a movie at the local video store; and
* The gift shop clerk's coat cleaned at will be sent to the local dry cleaners.

Tourism is a labour-intensive industry, with economic benefits that spread through the local economy.

* Alberta Tourism (1988). *Community Tourism Action Plan Manual.* Book 1, p. 8.

2.5.2 Tourism: A Job or a Career?

There is a general public perception of the industry as a non-professional industry which offers jobs to people with few skills. Employees view it as an area which they can move into without prior training and can enter and leave at their leisure. It is not a career industry nor is the word professionalism associated with it.

The implications of this situation are high turnover rates, the perception that jobs are 'dead end' occupations, low employee quality, and poor attitudes and motivation. (ATHET Study, 1985, p. 2)

An American report by the National Restaurant Association (1985), referred to by Mr. John Goss in his study of tourism education programs in the U.S.A., reports that

. . . half of all workers in the food service industry are under 24 years, three in ten are between 16 and 19. This compares with other industries where this segment of the population represents 7% of the total workforce. . . . The report also notes that more than half of all food services workers are employed less than 35 hours per week, which compares unfavourably with 21% recorded for all industry workers. . . . Only one out of three food services workers receive 35 or more hours per week (54% in all industry). (ATHET Study (1985), Volume II, Chapter 7, Appendix 7-4)

If Alberta's employment data is similar, then it is probable that Alberta's competitiveness as a tourism destination is adversely affected by poorly motivated and untrained staff in many tourism-related businesses.

Since 1985 a number of initiatives have been taken to address this somewhat problematic situation. The Alberta Tourism and Education Council is pursuing the task of standardizing certification in a wide variety of tourism occupations. A career awareness program for senior high school students is also part of their plans.

In Alberta, universities and colleges are now offering degrees in tourism and hospitality industry management and supervision. Adult vocational training centres and continuing education departments in post-secondary schools are providing adults with a way to acquire a service skill without the necessity of full-time study. Private schools offer tourism programs. And in industry, training is provided by companies large enough to support the costs involved in operating a separate training department. The Albert Tourism Education Council is working with the institutions to encourage the development of programs to meet the needs of industry. Many of these courses have been recently upgraded to include customer service and communication components as well as skill training. And now, on behalf of the industry, governments are offering tourism awareness and management training, marketing and accounting workshops.

The Government of Alberta is committed to developing, supporting, and maintaining responsive, industry-based training and retraining mechanisms that will support economic development, diversification and restructuring. (The Alberta Workforce to the Year 2000, 1989, p. 5)

Career path models, which will help students see the range of occupations, include the sectors of the industry and the various levels within each strand or sector. (See Figure 12: Career Paths in Tourism)

Figure 12:

CAREER PATHS IN TOURISM

Tourism Industry Occupations	Food & Beverage	Accommodation	Tour and Travel	Parks and Attractions
Entrepreneur	Owner/ Developer/ Operator	Owner/Developer/ Operator	Owner/Developer/ Operator	Owner/Developer/ Operator
Manager	Food Services Manager Catering Manager Executive Chef Maitre'D	General Manager Front Office Manager Executive Housekeeper	General Manager Marketing Manager Operations Manager	General Manager Marketing Manager Operations Manager
Supervisor	Host/Hostess Restaurant Supervisor Dining Room Supervisor Bar Supervisor Food Supervisor	Housekeeping Supervisor Laundry & Supply Supervisor Bell Captain	Customer Service Supervisor Sales Supervisor Flight Attendant Supervisor	Event Supervisor Operations Supervisor Customer Service Supervisor Revenue Supervisor
Operator	Cook Cashier Preparation Cook Banquet Cook Waiter/Waitress Wine Steward	Maid Front Office Attendant Receptionist Concierge Bell Person/Porter Laundry Worker	Activities Coordinator Bus Driver Tour Guide Travel Agent Ticket Agent Sales Representatives Flight Attendant/ Conductor	Ride/Lift Operators Ticket Takers Production Worker Tour Guides Security Worker Cashier Sales Representative
Entry	Kitchen Helper Food Preparer Bus Person Bartender Trainee Waiter/Waitress Trainee	Maid Trainee Front Office Trainee Baggage Handler Laundry Trainee	Ticket Agent Trainee Receptionist Baggage Handler	Ticket Takers Parking Attendant Clerk Helpers

WHAT IS ESSENTIAL FOR SUCCESS IN THE VARIOUS OCCUPATIONS AVAILABLE IN TOURISM?

Matrixes, such as the Career Path Matrix shown above, help students see the range of occupational opportunities available in an industry. Profiles of individuals who are successful in the various occupations can help determine the skills, knowledge and attitude that could be addressed in the curriculum. These profiles would help ensure the learning outcomes are relevant to and credible with business and industry.

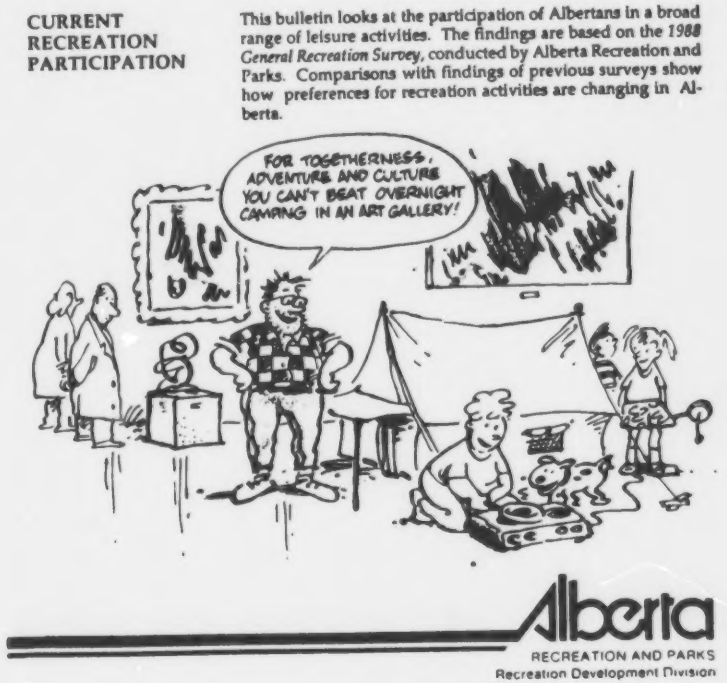
Source: Day, 1989.

2.6 IMPLICATIONS FOR PUBLIC EDUCATION

- Although schools are not in the business of training students for specific occupations, an understanding of the phenomenon of tourism, and of its importance to not only the provincial, but also the global economy would be an appropriate addition to the content of the Alberta curriculum. Global and environmental issues are relevant within the context of a tourism study.

- Clearly tourism, even though it has an image problem, is a viable career choice for many Alberta students. About 16.2 percent of Alberta students currently go to university, an additional 27.6 percent to attend some form of post-secondary education. (See Figure 13: Post-Secondary Enrolment Patterns of Alberta High School Students: 1987-88) Many of these will ultimately pursue service-oriented occupations. There is a large potential pool of young people who could be attracted to the tourist industry. Many of them are already employed in it part-time. *"Making what are currently low-paying menial jobs worthy of the term 'career' is quite a challenge. . . . We have to get people to see it as service and not as being servile. There isn't a lot of glamour in some of these jobs, but perhaps we can help people develop a sense of doing a job well"* (Dowler, 1989).

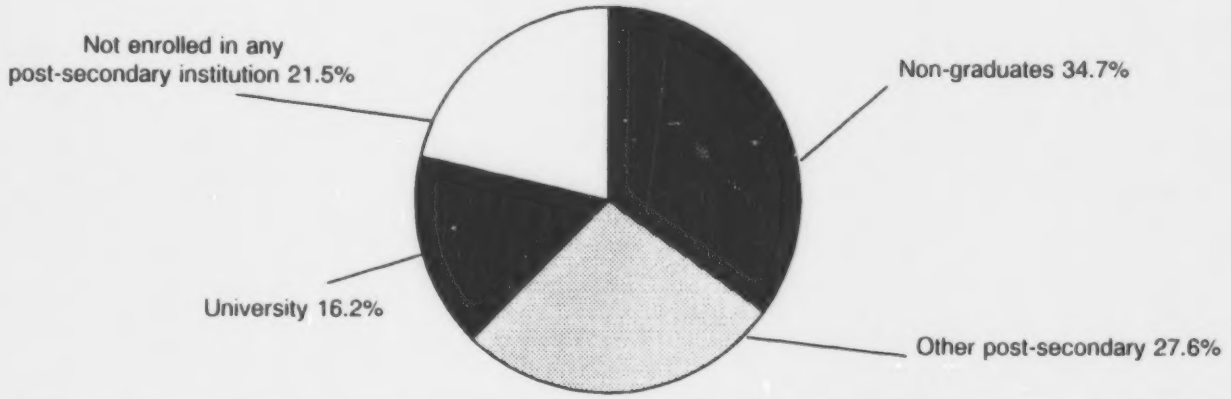
- For the many students who will go directly into employment, and even for those who are headed for colleges and universities, tourism studies offers a way to learn and practise basic skills within a meaningful context. Tourism is one of those topics which could provide relevance for computer studies, the development of communication skills and the practical arts.


CURRENT RECREATION PARTICIPATION
This bulletin looks at the participation of Albertans in a broad range of leisure activities. The findings are based on the 1988 General Recreation Survey, conducted by Alberta Recreation and Parks. Comparisons with findings of previous surveys show how preferences for recreation activities are changing in Alberta.
FOR TOGETHERNESS, ADVENTURE AND CULTURE YOU CAN'T BEAT OVERNIGHT CAMPING IN AN ART GALLERY!
Alberta
RECREATION AND PARKS
Recreation Development Division

Source: *A Look at Leisure*, February 1989.

Figure 13:

POST-SECONDARY ENROLMENT PATTERNS OF ALBERTA HIGH SCHOOL STUDENTS 1987-88



	Number of Students	Percentage of Total Number of Students
Total number of students in Grade 12 as of September 30, 1987.	39,800	100%
Number of students who received a diploma in 1988 (graduates)	25,989	65.3%
Number of students enrolled in a post-secondary program	17,432	43.8%
Number of students enrolled in a first year university program	6,460	16.2%
Number of students not enrolled in a post-secondary institution	8,557	21.5%

This data was taken from the 1988 *High School Graduate Survey* conducted by Advanced Education. The percentages reported in this topic are based on student enrolments as of September 30, 1987. The percentage of students who receive a high school diploma in 1987-88 was 65.3% thus 34.7% of the students did not receive a diploma. This group of non-graduates is comprised of students who may have decided to spend an extra year in high school or who may have left school early.

About 43.8% of students pursue post-secondary education. Students going on to the Universities of Alberta, Calgary and Lethbridge represent 16.2% of the total Grade 12 enrolment

Source: Alberta Education, 1989. *Information on High School Students*. Enrolments in Sciences and Career Goals.

3. TOURISM EDUCATION: GETTING TOGETHER

3.1 RATIONALE

[In the past] the education and training programs developed in support of other industries such as manufacturing, agriculture and mining have relied heavily on the development of engineering and science-based knowledge and skills. Clearly, such industries are of critical importance to the future of Canada. . . . However, as our national statistics have clearly indicated for a number of years, we have now entered a period in which some two-thirds of our gross national product and over 60% of our labour force are found in the service industries, of which tourism is but one . . . few institutions have both the resources and the motivation to implement the necessary education and training programs. Such is not the case in the tourism industry which consists largely of thousands of small operators spread geographically across the country.

It becomes imperative, therefore, that the public and private sectors jointly recognize the need to put in place service-oriented programs which draw heavily for their design on knowledge from the behavioural and management sciences rather than the physical sciences. While scientific and technological skills will be required wherever possible to improve productivity, the basic fact remains that tourism is a people oriented service activity whose success ultimately depends upon the efficiency of services provided and the quality of human relations. (Ritchie, 1985, p. 4)

3.2 METHODOLOGY OF THE TOURISM EDUCATION SURVEY AND ANALYSIS

3.2.1 The Focus

The *Alberta Tourism/Hospitality Education and Training Study* (1985) surveyed all Alberta post-secondary tourism education programs, and reported generally on tourism education in Canada, the United States and Europe. Therefore, it was decided to focus this study on a qualitative and descriptive analysis of selected tourism education programs, and of specific aspects of these programs. In particular, an effort was made to locate secondary schools or ministries of education that offered tourism studies programs.

A thorough review of the literature on tourism/hospitality education provided insights regarding educational trends, concerns and recommendations. This review also helped target programs for further investigation.

3.3 RELATED STUDIES

A number of other tourism awareness and tourism education studies preceded this survey. Their observations and conclusions have been drawn on heavily in the preparation of this report.

3.3.1 The Alberta Tourism/Hospitality Education and Training Study

Mercer/Hickling-Johnson Limited of Edmonton was commissioned by Travel Alberta in June 1985 to conduct the *Alberta Tourism/Hospitality Education and Training Study*. (ATHETS).

This study set in motion a series of tourism education initiatives. As part of their study they surveyed the programs of all Alberta post-secondary institutions. The results and raw data collected as part of the survey are presented in Chapter 6 of Volume II of their report. The Alberta Tourism Education Council published the data from the survey of post-secondary institutions in a document called *Resource Directory of Alberta Tourism/Hospitality Training Programs*.

In an analysis of programs in Alberta, the ATHET Study concluded that:

- No common, accepted core of programs has been agreed to between institutions at the same level.
- Little, if any, articulation of programs between institutional levels exists.
- Most programs are delivered as full-time, classroom courses. They are, therefore, primarily of interest to the pre-employment level student and are not generally available for existing staff.
- Industry associations provide little, if any, direction to educators.
- No external certification of students exists because no acceptable core program exists. Therefore, recognition of the educational achievements of a graduate is dependent primarily on the reputation of the school itself.
- Duplication in program development costs is incurred because institutions are developing similar programs from scratch.
- No grade school or high school programming is provided in Alberta.

Also as part of the report, ATHETS "investigated the approaches to tourism/hospitality education and training applied in jurisdictions elsewhere in the world. Five experts were retained by the study team, each with the responsibility for a specific geographic or functional area — Canada EAST, Canada WEST, the United States, Europe, The Caribbean." (ATHETS, 1985, Vol. II, Chapter 7: "Successful Approaches") The papers of these experts, which are included in Chapter 7 of the study, provide excellent specific and comparative information regarding post-secondary tourism/hospitality education in the areas of focus.

Very little is said with respect to secondary or high school education. Dr. Peter Williams, then Director, Tourism for Ryerson Polytechnical Institute, notes that Ontario has high school cooperative programs or vocational-technical schools that provide entry-level training as part of the process of achieving a high school diploma. (Williams, 1985, in Mercer, 1985, Vol. II, Appendix 7-1)

Mr. John Goss, Executive Vice-President, Council on Hotel, Restaurant and Institutional Education, reporting on the United States notes that only *"the most rudimentary of educational preparation of students for entering the hospitality industry is carried out in the secondary schools. These are largely food services programs with an emphasis in food preparation for quantity feeding, and dining room logistics and service"* (Goss, 1985, in Mercer, 1985, Vol. II, Appendix 7-4).

Appendix A of his report, which "outlines a successful curricular approach to secondary . . ." [we presume] school programs has disappeared from the study.

The ATHET Study concluded that: *"Hospitality education [in high schools] is provided as an optional stream of a core program. Concentration is on interpersonal skills, communication skills, employability skills, broad occupational skills and the provision of a foundation for career planning and lifelong learning. In some high schools, occupationally based training for lower end hospitality staff is provided"* (Mercer, 1985, Vol. II, Chapter 7, p. 45).

Recommendations of the *Alberta Tourism/Hospitality Education and Training Study* include:

- *"providing an integrated, step-wise series of programs which will offer the opportunity for our existing tourism/hospitality personnel to improve their skills, begin to view the industry as a career, and receive certification for their efforts. . . .*

  Our existing institutions — our Vocational Centres, our Community Colleges and Technical Institutes, and our Universities will be asked to redesign existing programs and develop new programs which respond to industry needs" (Permanent and Ad Hoc).

and

- *the creation of the Alberta Hospitality Council. . . .*

  To integrate the resources of industry, government and education to meet the present and future training and education needs of the Alberta Tourism and Hospitality Industry. (Mercer, 1985, Vol. I, p. v)

In 1986 the Alberta Tourism Education Council was created in response to this recommendation. (See Figure 14: The Alberta Tourism Education Network)

Figure 15: The Alberta Education System represents the key functions of various levels of the educational system within the recommended Alberta Tourism Education Model. (Mercer, 1985, Vol. I, p. 45)

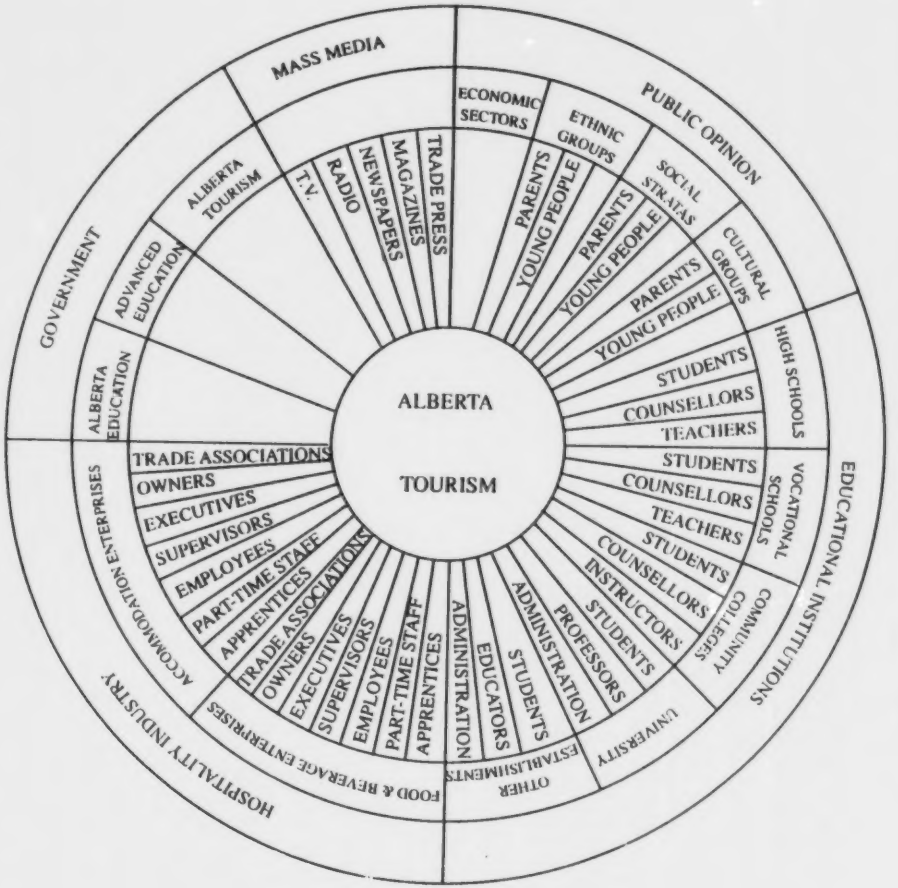
The ATHET Study assigned to Alberta Education *"the key new role of making tourism/hospitality a part of the school curriculum."* Alberta Education would:

- *Develop programming for the primary and secondary school systems which will introduce students to tourism/hospitality, its socio-economic impact, its future importance, its career paths, and to the concept of serving as an important and honourable function in society.*

- *Work with industry to develop education/training kits for teachers and students, as well as developing career information and counselling capability in the school system.* (Mercer, 1985, Vol. I, p. 48)

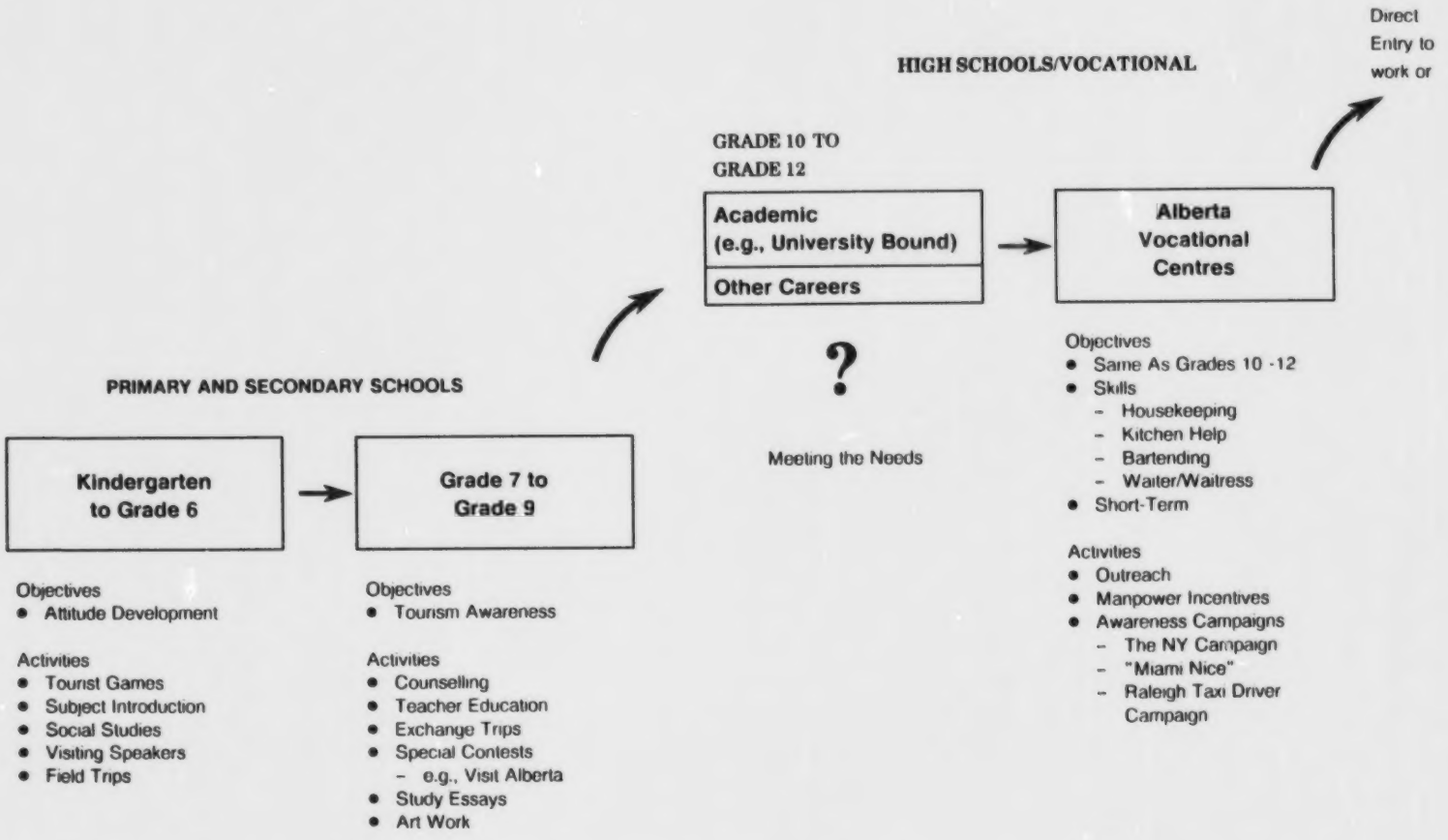
Meeting the Needs: Tourism in Secondary Schools is a first response to this ATHETS recommendation.

Figure 14: THE ALBERTA TOURISM EDUCATION NETWORK

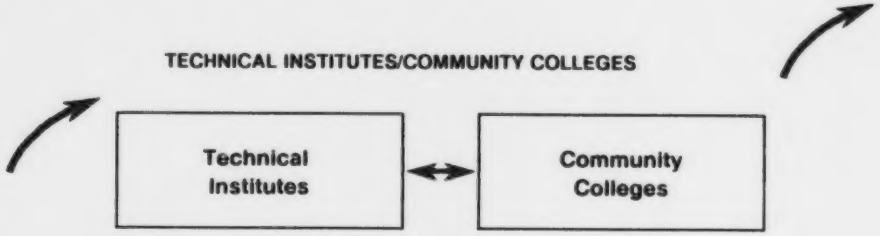


Adapted with thanks from the Ontario Hospitality Institute

Figure 15: THE ALBERTA EDUCATION SYSTEM



Source: Adapted from *Alberta Tourism/Hospitality Education and Training Study*, Vol. (1985), p. 45.



Objectives
- Focus Upon Technical Skills (e.g., Back of House Skills)

Activities
- Articulation with University
- Introduction to Tourism Mandatory
- Co-operative Programs

Objectives
- Education/Skill (e.g., Front End Skills)
  - Culinary Arts
  - Accommodation Management
  - Food and Beverage
  - Parks and Recreation Management
  - Travel Consultant
- Human Resource Skills

Activities
- Articulation with University
- Introduction to Tourism Mandatory
- Co-operative Programs

UNIVERSITIES

Universities

Objectives
- To Offer Degree Programs
- Advanced Training/ Education
- General Knowledge
- Research

Activities
- Bachelor
- Masters
- Doctorate
- Research
- Linkages
- Entry From Industry
  - Distance Delivery Partnership
  - Broad-Based Knowledge
  - Professional Specialization
  - Holistic Understanding

NOTE: Direct entry is possible from high school to work

3.3.2 An Inventory of Tourism Awareness Programs

In March, 1988 Scott and Fenrich Consultants Incorporated submitted to Alberta Tourism a report that undertook to identify and examine information on past and current programs of public awareness (education) for the tourism industry. These tourism awareness programs address the issues of the socio-economic benefits and costs of tourism, the value of tourism hospitality (hosting), career opportunities, the benefits of excellence in standards of performance, etc. (Scott and Fenrich Consultants, 1988, 1.1)

"Smile, You're a Tourist Attraction" and "Take an Alberta Break" are Alberta marketing campaigns promoting public awareness.

Fifty-eight such programs were summarized in their report. Scott and Fenrich noted that:

Tourism awareness programs most commonly outlined the socio-economic benefits of tourism, the value of tourism hospitality and the value of cooperative efforts within the tourism industry. Career opportunities, development of the labour force to support the tourism industry and the benefits of establishing tourism industry standards of performance appear to be important emerging areas within the sector. (Scott and Fenrich Consultants, 1988)

The delivery strategies of these general tourism awareness studies were of interest to the authors of this report, and the materials assembled as part of the study were made available to the researchers. Two recent Canadian initiatives in the field of hospitality awareness, British Columbia's, "A Career in Tourism: It's a Natural" and Alberta's "Careers and the World of Work" were also analysed in detail as part of this report. (See Table III: Secondary School Programs) No further efforts were made to survey general public tourism education/awareness programs.

3.3.3 The Alberta Tourism Education Council Certification Standards Program

In March of 1989, the Alberta Tourism Education Council printed its first certification standards performance booklets and skill charts. A training and certification committee, made up of industry representatives, educators, government and stakeholders, defined these industry standards.

Certification provides individuals with the opportunity to demonstrate their skills, challenge an examination and receive an industry recognized certificate from the Alberta Tourism Education Council.

Certification will enable employees and employers to further their career development goals... (and will) also lead to an enhanced image of the career opportunities available within the tourism/hospitality industry. (ATEC, 1989, Introduction)

Each occupation is categorized according to:

MAJOR SKILLS - which represent the general area where the occupational professional demonstrates competence.

ENABLING SKILLS - which are the many individual competencies that make up the general area of competence.

CORE SKILLS - which are transferable to the entire industry and are not limited to a stated occupation.

SPECIFIC SKILLS – which apply to a stated occupation.

KNOWLEDGE TASKS – which comprise what an individual has to know to perform their job.

PERFORMANCE TASKS – which are processes that the occupational professional has to carry out.

ATTITUDINAL TASKS – which represent a positive way of thinking and approaching the tasks at hand.

The development of these standards for each of the approximately 100 occupations will take a number of years. To date Food and Beverage Server Standards are complete. Standards for Maitre d', Wine Steward, Bartender, Sales and Marketing Manager are in the process of development and validation.

FOOD/BEVERAGE AND ACCOMMODATION

ALBERTA TOURISM EDUCATION COUNCIL

Food/Beverage Server
CERTIFICATION STANDARDS

3.4 TRENDS AND ISSUES IN TOURISM EDUCATION

3.4.1 The Traditional Model

Stop in any gasthaus or bed and breakfast place in continental Europe. There you are likely to be served by a brisk, efficient man or woman (and not necessarily young) with a rather large, black wallet in a vest pocket or under a small white apron. The impression is that this person knows the business, has been well trained and can, in fact, recommend the appropriate wine to accompany the meal.

Most of the people in these positions and, in fact, in many other of the service industry positions in mainland Europe have attended intensive one- or two-year technical high school training courses, modelled on the traditions of a long history of apprenticeship, from journeyman through to master trades training. They act like and consider themselves to be professionals with professional training.

At the advanced level are the renowned hospitality schools of Switzerland, Paris, Italy, Portugal. There, what you wear to class and how you conduct yourself is as important as how you fold a napkin. Most of these elite schools are dormitory schools with intensive academic and technical course requirements. Their graduates become the managers of the great restaurants and hotels of the world.

This "professional" education for positions at all levels, emphasizes an indepth practical and highly technical expertise in specific areas. Four or five months of inservice training in the field follows each semester of in-class study (Moreo and Christianson, 1988, p. 141).

In America, the need for trained professionals at all levels of the industry has only recently been identified. In Europe, the need for tourism generalists and an emphasis on flexible management and supervision training, which is the strength of North American tourism/hospitality education, has been identified. The two systems are now exchanging expertise.

3.4.2 Trends: Tourism Education in the 21st Century

The following trends, itemized in a paper by Peter D. Williams of Ryerson Polytechnical Institute, are reiterated repeatedly in the recent literature on tourism and tourism education. These trends have had a major impact on the organization and structure of tourism education programs.

- Human resources are the competitive edge in a service economy.

  Corporations will require a newer respect and sensitivity to the needs of the individual if they are to retain and effectively realize the potential of their employees. (p. 1)

- High tech only works with high touch.

  The real danger in our service industries is not that computers will begin to think like humans, but that humans will begin to act like computers. (p. 3)

- We are moving from a society requiring specialists to one in which the generalist is critical.

  The hospitality industry will require a stronger commitment to providing opportunities for life-long learning if it is to attract and retain the best employees. (p. 4)

- Equal pay for comparable worth will be a necessity for competition in the employment marketplace.

  The hospitality industry needs to get a better handle on those types and levels of compensation that will attract and retain employees to this sector. (p. 5)

- Service means looking after your own.

  Successful service industries in the next decade will be those which design ways to help people learn service skills, and maintain those skills while encouraging enthusiasm for personal career development. (p. 6)

In responding to these trends, institutions with tourism education programs have begun to:

- balance theory and practice;
- reduce the emphasis on teacher-directed instruction and implement more innovative approaches — experiential learning, practicums, coops, projects, small group discussions;
- emphasize the development of problem solving, critical thinking and creativity;
- incorporate content and concepts from a variety of disciplines;
- encourage independent study and self-directed learning;
- develop methods to improve students' basic skills — reading, writing, mathematics, computer literacy;
- provide certification based on a consistent set of standards;
- cooperate with other institutions in the educational hierarchy and with industry to meet the needs of both industry and students;
- provide programs to meet the needs of both full-time and industry-employed students;
- focus on service-oriented skills — customer service, interpersonal relations, conflict management, etc.;
- emphasize transferable skills; and

- emphasize life skills and employability skills for those in entry-level programs. Often these are students conditioned by failure in the regular school system. The all-important component in their education is the building of a sense of self-esteem.

(Ritchie, 1985; Baum, 1987; Williams, 1987; Cooper and Westlake, 1989; Howell, 1986)

3.4.3 Issues in Tourism Education

The pace of change in tourism education has been faster than the resources and staff of most educational institutions can manage. As a result, program change often occurs with insufficient resources and a lack of planning. Understandably, for every innovative and exciting initiative in tourism education there is a corresponding controversy.

- Not every one agrees with the move to "generalist" education. Industry professionals, trained in the "old school," have rather particular expectations for a tourism education program.

- Difficulty is ongoing between the different levels of tourism education. Typically, the lower or entry-levels are described as skill-specific jobs. Education for these levels is called "training." Education at the upper levels is called "life career education" and the focus is on tourism management. *"The ideal upper level travel and tourism program would combine a sound structure in liberal arts and sciences, followed by specialty courses in tourism, followed by training specific programs in entry level job skills"* (Howell, Tourism Education in Developing Nations, p. 91). Unfortunately, as Howell points out, such a program would require seven years of education. What gets cut is the practical.

- Lack of funding and resources, shortage of staff and shortage of relevant teaching materials is identified by all. Typically, tourism programs use either the prepared materials of the American Hotel and Motel Association or make up their own. The AHMA programs, while thorough and comprehensive, have high difficulty and reading levels and are heavy on American content. Instructor-made programs lack consistency, core concepts and use valuable instructor energy to reinvent the same wheels.

3.5 A REVIEW OF TOURISM EDUCATION PROGRAMS

3.5.1 Locating Programs

In locating appropriate programs for analysis, several procedures were followed:

- database searches for papers, articles, books on the topic of tourism/hospitality education and/or training;
- a referrals process — personal interviews with key tourism professionals in Alberta, phone calls to authors or publishers of papers or to recognized tourism institutes or resource centres; and
- initial contacts followed up with a letter and form requesting materials.

3.5.2 The Sample

Over 20 tourism awareness and education programs were analysed, not counting tourism/hospitality programs in post-secondary institutions of Alberta.

The study was successful in locating a number of excellent high school programs from the survey area — Canada, U.S.A., Europe, Australia/New Zealand.

These programs were classified into five different categories:

- Secondary School Programs
- Government Tourism Awareness Programs
- Alberta Post-Secondary Vocational Schools, Institutes of Technology, Institutional Programs Colleges, Universities, Private Colleges
- Government Vocational Education Programs
- Industry Prepared Tourism/Hospitality Programs

The curriculum elements of each program were analysed using course outlines, handbooks, teacher's or leader's guides, participant's manuals, textbooks, promotional material, etc., whenever possible. Most agencies, schools and directors willingly shared their materials. Several of the private colleges were reluctant to provide in-house produced activities for reference.

Most of the Alberta post-secondary institutions were contacted as part of the analysis, and personal interviews or discussions were held with a number of tourism educational professionals in charge of tourism/hospitality programs.

3.5.3 The Analysis

The analysis of tourism education literature and tourism programs had two purposes:

- to identify features that would be desirable and appropriate for tourism related programs for Alberta senior high schools.
- to provide information and resources for tourism program and/or curriculum writers.

A PROGRAM ANALYSIS SUMMARY (Appendix B) was completed for each program received. A phone call to a key contact associated with the program usually followed. During this call an informal effort was made to obtain answers to several specific questions:

- What were the circumstances that lead to the initiative to design a tourism program?
- What assumptions about knowledge, skills and attitude development did the program writers work into their programs?
- What elements of the program contribute to its success or are problematic?
- Were any other programs used as a model?

A similar procedure was followed for the Alberta post-secondary programs. Specifically, the researchers wanted to be able to identify common elements, successful strategies or identified concerns with respect to tourism curricula in Alberta's post-secondary institutions.

A descriptive comparison for selected programs of each category was then prepared. (See Table III: Secondary School Programs; Table IV: Government Tourism Awareness Programs; Table V: Alberta Post-Secondary Vocational Schools, Institutes of Technology, Institutional Programs, Colleges, Universities, Private Colleges; Table VI: Government Vocational Education Programs; Table VII: Industry Prepared Tourism/Hospitality Programs; and Appendix E: International Post-Secondary Tourism Programs.)

Table III: **SECONDARY SCHOOL PROGRAMS**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded by
CAREER AWARENESS	1. British Columbia "A Career in Tourism: It's A Natural"	1. To create an awareness of what tourism is 2. To identify and highlight a wide range of career options in tourism 3. To outline a variety of career ladders	1. General tourism and tourism career awareness – model showing eight sub-sectors 2. Transparencies outline career paths in each of the sub-sectors 3. Content of presentation dependent on speaker	Learning Resources Video and presentation by guest speaker from industry – transparencies – brochures Delivery – one hour Evaluation – Target 3500 Grade 10 students per year	Government of B.C. Pacific Rim Institute
	2. Alberta "Careers and the World of Work" (Career and Life Management 20 CALM)	Develops knowledge about career options and determines personal career strategies	11-hour module Themes 1. Career Planning Process 2. Personal Career Plan 3. Establishing and Implementing a Career Plan 4. Choices and Challenges	Learning Resources Teacher Resource Manual with lesson plans and activity worksheets Recommended videos, field trips, guest speakers, simulation, etc. Delivery – 11 hours (one of the core modules in Career and Life Management 20 is part of a required course for senior high school students)	Alberta Education

Table III: **SECONDARY SCHOOL PROGRAMS (continued)**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded by
CAREER AWARENESS (continued)	3. West Virginia "Pre-vocational Exploration-Hospitality"	To introduce students to a multitude of occupations and allow time for "hands-on" experiences in different occupational family.	Very comprehensive 15 learning packages – one for each of 15 various custodial, customer service, food service, hotel and lodging info. service occupations Each learning package includes: a) a description of the occupational families within an occupational cluster b) representative job families c) occupational task statement d) occupational competency statement e) list of resources f) learning objectives g) learning activities h) evaluation produces	Learning Resources 15 learning packages (on micro fiche) Delivery Strategies Individual exercises Group discussion Hands-on simulation Some innovative activities (e.g., bingo games)	Department of Occupational, Adult and Safety Education, Marshall University, West Virginia Department of Education
TOURISM PROGRAMS OR COURSES	1. Port Colburne, Ontario	1. To explore various aspects of the tourism industry and of tourism as a career 2. To use tourism as a theme for development of knowledge skills and attitudes in a variety of areas: geography, communication, local attraction, food services	Units 1. Tourism 2. Public Relations 3. The Hospitable Employee 4. Tourism in the Niagara Region 5. Major legislation affecting tourism 6. Wilderness travel 7. Hunting and Fishing Guide 8. First Aid	Learning Resources Course of studies with objectives and outcomes, suggested activities, learning resources Delivery – 100 hours, approximately one semester – a variety of classroom activities recommended – strong local focus	Niagara South Board of Education

Table III: **SECONDARY SCHOOL PROGRAMS (continued)**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded by
TOURISM PROGRAMS OR COURSES (continued)	2. Hamilton, Ontario "Travel and Tourism Course"	To provide a meaningful context for the study of geography	Modules 1. Introduction to Tourism 2 The local region 3. The Great Lakes region 4. The North American region 5. Global region	Learning Resources Course outline with objectives and suggested strategies for each module. Also includes activity worksheets Delivery – each module is 23 periods – designed for general level students – activities address four key leaning styles and right and left brain modalities	Hamilton Board of Education – Ontario
	3. Comox, B.C. "Career Preparation: Hospitality/Tourism Resource Guide"	To prepare students for a career in tourism	Units 1. Introduction to the industry 2. Components of the Tourism Industry 3. Job Search Techniques 4. Capitalism and Tourism 5. Labour/Management Relations 6. Law and Applicable Regulations 7. Attitudinal Review and Communication Skills 8. Elements of the Industry Part II 1. Psychology and Us 2. Personal Values	Learning Resources 266 page Teacher Resource Guides includes lesson plans, assignments, lecture notes (good for overheads), a food preparation course is not included but is a required part of the course Delivery – 600 hours of classwork over 2 years, program also includes 120 hours of lab.	Courtney, B.C. School District #71 and Highland Secondary School Grant from Ministry of Education British Columbia

Table III: **SECONDARY SCHOOL PROGRAMS (continued)**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded by
TOURISM PROGRAMS OR COURSES (continued)	4. Alaska "Tourism Curriculum"	To provide a handbook to help students and school districts develop tourism programs which will develop entry-level competency	Curriculum Guide includes sections on how to develop program as well as a series of modules. Each module includes: general competencies plus specific tasks (objectives) to develop the competency Modules Alaskan Studies Industry Structure Communications Economics Marketing Customer Service North American/World Geography International Tourism Travel Planning Service Travel Planning Guide Accommodations Employability Skills	Learning Resources Curriculum Guide Suggested at back of handbook Many competencies can be developed by subject area specialists. Includes curriculum analysis masters to checklist curriculum responsibilities Delivery - Two parts Tourism I - one semester or year Grade 11-12 Tourism II - advanced with industry work experience component	Alaska Department of Education
	5. United Kingdom "The Travel and Tourism Program"	1. To improve the knowledge and appreciation of the tourism industry 2. To help improve and extend relationships between education and industry 3. To help develop students' skills	Three compulsory modules 1. Tourist Destinations 2. Culture and Tourism 3. Work Environments in Travel and Tourism Two from optional modules 1. Technology 2. Design 3. Leisure 4. Food Service 5. Communication Abroad	Learning Resources Two learning packs Pack 1 Compulsory modules Pack 2 Optional Modules Delivery Two years for 4th formers One year (condensed) for 6th formers Work experience is highly recommended. A variety of classroom and individual experiences recommended, individual field trips, etc. An approved course	American Express General Certificate of Secondary Education

Table III:

SECONDARY SCHOOL PROGRAMS (continued)

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded by
Magnet School	1. Miami, Florida The Academy for Tourism- Miami Springs Senior High	To prepare student to enter tourism-related occupations	Total school program focusing on tourism-academic focus Eight tourism core subjects: English for Tourism (10th grade) regular or honors Tourism Studies English for Tourism (11th grade) Tourism Computer Applications Tourism Executive Internship English for Tourism IV Tourism Destination Tourism Management and Marketing Foreign Language Summer School Internship Academic Subjects	Learning Resources Varies depending on course Delivery – Students can be in freshman or junior year. Internship during a summer is required – 6 week Cooperative Education experience Academic content is made relevant to tourism	Dade County Public Schools sponsored by American Express
Integrated Industry Awareness Modules	Alberta "Agriculture in the Classroom"	Uses an industry (in this case agriculture) as the theme focus for development of classroom activities in a variety of subject areas. Fitted to Alberta curriculum	Modules are available for all grade in a variety of subjects		Alberta Agriculture

Table IV: **GOVERNMENT TOURISM AWARENESS PROGRAMS**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded by
TOURISM AWARENESS	1. British Columbia "Superhost" 2. Ontario "We'll Make You Feel Incredible" 3. Nova Scotia "Supernova Hospitality Awareness" 4. Newfoundland "Ambassadors of Hospitality"	Clientele Industry employees Purpose To improve the knowledge and pride of tourism service to people through: a) communicating the importance of their job and b) helping them improve their ability to deliver excellent customer service Emphasis Development of professional attitudes Length One or two-day workshops (Ontario adds a 1-day "Train the Trainer" workshop) Cost Employees are sponsored by their employers. Creates industry participation. Recognition and Achievement Certificate for employee and employer	Most programs include: 1. Overview of Tourism 2. Developing awareness of the importance of customer service 3. Communicating (listening, meeting, etc.) 4. Handling problems	Learning Resources Participant's Manual (workbook) Leaders Guide – with transparency Masters Video Promotional Give-aways: badges, posters, stickers, brochures Group Size Twenty or fewer Delivery Successful programs includes a variety of active learning experiences – role play, simulation, group work, along with instructor delivery and individual workbook exercises Evaluation of Program Usually presented as a number of the people who have taken the program Challenges Getting various tourism-related businesses to commit to sponsoring their people.	Government of British Columbia Government of Ontario Government of Nova Scotia Government of Newfoundland

* See Scott and Fenrich. *An Inventory of Tourism Awareness Programs*. Alberta Tourism, 1988.

Table V:

ALBERTA POST-SECONDARY VOCATIONAL SCHOOLS, INSTITUTES OF TECHNOLOGY, INSTITUTIONAL PROGRAMS, COLLEGES, UNIVERSITIES, PRIVATE COLLEGES

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Issues/ Challenges
Post-Secondary Institutional 1. Universities 2. Colleges 3. Vocational Centres 4. Private Colleges 5. Institutes of Technology 6. Industry Schools	Alberta The Training and Education Programs for Alberta's Tourism/Hospitality Industry (ATEC, 1990) lists 32 post-secondary institutions which offer courses and programs	1. To provide entry-level skills training in a variety of tourism-related occupations and/or 2. To provide ongoing inservice and upgrading opportunities for tourism-industry employees at all levels and/or 3. To graduate tourism students with a combination of academic, technical and work experience qualifications.	See Training and Education Programs for Alberta's Tourism/Hospitality Industry for specific course and program descriptions Common Programs Food Service – various Beverage (mixology) Travel Consultant Accommodations – various	Learning Resources 1. A number of institutions are using the American Hotel and Motel Association materials. Some (e.g., Lac La Biche, Canadian Travel School) have their students accredited through AHMA certification procedures 2. All institutions identified a lack of Canadian, basic reading level resources for tourism courses as a problem. Most develop their own resources 3. All are in the process of developing new curricula Delivery - Trends 1. Classroom/instructor-directed/textbook (still as the main delivery model) 2. All institutions emphasized the importance of the instructor to the success of the program. 3. Even the specific job training programs are beginning to include client-services and communication components. 4. Cooperative work experience programs with industry are emphasized as being important	1. No common, accepted core 2. Little articulation between levels 3. Problem of access for working staff, most are full-time, classroom programs 4. Coordination with industry 5. Certification standards 6. Duplication

Table VI: **GOVERNMENT VOCATIONAL EDUCATION PROGRAMS**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded by
Vocational Training	1. Massachusetts "Hotel/Lodging Curriculum"	To identify and train students for specific tasks within a hotel.	A comprehensive training package for instruction in various occupations required in a large hotel	Learning Resources Curriculum Guide Administrative Manual Delivery Strategies 1. Task Specific 2. Use of work stations within a participating hotel.	Massachusetts Department of Education
	2. Kentucky "Hospitality and Recreation"	1. To present a realistic overview of hospitality and recreation occupations. 2. To present job exploration activities for four occupational clusters: lodging, entertainment, travel services, recreation.	Competency based modules for 40 different tasks. i.e., Charting Reservations, Registering guests, Speaking at a proper rate of delivery, Reading flight schedules, Conducting a tour	Learning Resources Instructor's Manual, Activity Packages, Slide-Tape Delivery Strategies Activity based, hand's on	Kentucky Department of Education
	3. Oregon "Hotel-Motel Management Handbook"	To train and develop supervisors and managers of motels and hotels	A. Manual #1 Train the Trainer manual for transferable skills component: - training methods - interviewing - problem solving - communicating - time management - productivity - customer relations B. Manuals #2 and #3 contain specific position descriptions and performance objectives for a variety of hospitality jobs	Learning Resources 3 manuals - 200 pages each Delivery Strategies Manual #1 – Train the Trainer – recommends a variety of delivery strategies Manual # 2 and #3 – basic entry level skills training	Oregon Department of Education sponsored by Goodale and Barber Companies (Cavanaugh's Motor Inns) Distributed to all Northwestern states from Curriculum Centre in Washington

Table VI: **GOVERNMENT VOCATIONAL EDUCATION PROGRAMS (continued)**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded By
Vocational Training (continued)	Dublin, Ireland Vocational Preparation and Training in Hotel Catering and Tourism Skills	To provide multi-skilled vocational education (basic Core skills) enhanced awareness of hospitality and social skills. To enhance awareness of and appreciation of the tourism industry.	One year program: 27-29 weeks in college 16 weeks in industry-based work experience Four Dimensions 1. Technical Skills 2. Technical Knowledge 3. Hospitality Skills and Personal Development 4. Work Experience Four practical skill areas: Food preparation Food and Beverage Service Office and Reception Accommodation Course included modules in: 1. Food Preparation 2. Food and Beverage Service 3. Hotel Housekeeping 4. Hospitality 5. General Studies (compulsory) - communication studies - commercial arithmetic - personal education/community and social systems - career education - cultural and environmental studies - physical education - leisure activities	Learning Resources Course Syllabus Delivery Strategies Developed in response to a trend confirmed by pilot testing for multi-vocational education and for a "hospitality" emphasis. Shift from focus on skill mastery to a focus on the learner and learning styles. Students are given considerable responsibility for their own learning and are involved in a variety of group and individual projects. Integrated, Learner-centred. Evaluation Demand from industry for students from the program has greatly exceeded supply. Favourable industry response.	Irish National Craft Curriculum and Certification Board (CERT)

Table VI: **GOVERNMENT VOCATIONAL EDUCATION PROGRAMS (continued)**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded By
Vocational Education (continued)	Whitecourt, Alberta	To develop job entry, self management and health skills in a choice of 3 industries - forestry, oil and gas and hospitality. To improve the opportunity of unemployed residents in the Whitecourt region	The industry-based programs 1. Forestry 2. Oil ad Gas 3. Hospitality 25 days of training: - entry-level skills - general industry processes - performance requirements plus - personal development workshops and safety management programs In Hospitality - 5 modules 1. Hospitality industry processes and requirements 2. Accommodation 3. Food preparation and cooking Assistance 4. Food serving 5. Food storage and sanitation	Learning Resources Trainee Handbook - detailed description of entry level Instructor's Handbook Test and evaluation items Delivery Local delivery through a local council. 1. Pembina Educational Consortium 2. Industry 3. Career Development and Employment Industry Trainers through the Pembina Consortium. NB: This program is a recommendation only. Not yet implemented.	SP3 Systems in Edmonton for Career Development and Employment

Table VII: **INDUSTRY PREPARED TOURISM / HOSPITALITY PROGRAMS**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded By
Industry Prepared	Education Institute of The American Hotel/Motel Association "Introduction to the Hospitality Industry" (1 of 30 programs)	To acquaint students with the hospitality industry.	- 10 weeks - 13 chapters offers such topics as: 1. The Travel and Tourism Industry in Perspective 2. Career Opportunities 3. Growth and Development of the Lodging Industry (3 chapters) 4. Focus on the Food Service Industry (3 chapters) 5. Functional Areas One of about 30 hospitality programs of the Education Institute Certification is offered by the Institute with the completion of 4 progress tests and an Institute graded examination. - create partnerships with colleges and schools	<u>Learning Resources</u> Textbook 346 pages Instructor's Guide – 120 pages Student Manual – 100 pages cost for the three resources $50.00 <u>Delivery Strategies</u> - Primarily instructor – directed, but new modules emphasize a variety of strategies: guest speakers, videotapes, overheads - Textbook reading followed by an assignment followed by review quiz. Regular progress tests. Texts are an excellent resource but at a difficult reading level.	Education Institute of the American Hotel/Motel Association

Table VII: **INDUSTRY PREPARED TOURISM / HOSPITALITY PROGRAMS (continued)**

Type of Program	Locations	Purpose	Scope and Sequence	Instructional Strategies	Developed/ Funded By
	Alliance of Canadian Travel Associations and Canadian Institute of Travel Consultants "ACCESS"	To develop standards, training and certification for the Canadian Retail Travel Counsellor	Performance requirements for three levels of the travel consultant business 1. Entry level 2. Advancement 3. Management	Learning Resources ACCESS Core Curriculum Delivery Strategies varies with institution	Alliance of Canadian Travel Association/Canadian Institute Travel Consultants Canadian
	Large hotel chains, airlines	To assess and develop employees at all levels to improve productivity, performance, communication, motivation, and customer service	A variety of seminars for employees at all different levels	Delivery Strategies Varies depending on the hotel. Large hotels and the airlines have extensive Human Resources departments and audio-visual resource centres. New focus on hospitality	the corporation

3.5.4 Summary

- Government Tourism Awareness Programs

  These are usually offered to employees in the industry and emphasize customer service and communication skills.

- Secondary School Programs

  High school programs vary considerably but seem to fall into one or more of three categories:

  a) general tourism awareness;
  b) an introduction to various aspects of the tourism industry as a career — usually with a focus on local geography and opportunities, and a general overview of tourism; and
  c) development of specific tourism entry-level skills.

- Alberta Post-Secondary Programs

  Ideally the universities would like to focus on management and supervisory level programming. These programs incorporate a broader liberal arts education as well as work experience components. The technical institutes and community colleges focus on specific occupational education with a specialty in a particular occupation. The vocational schools provide entry-level and employability skills training. All are increasing their emphasis on personal human relations skills.

- Government Vocational Education Programs

  Earlier programs were highly structured competency-based, job-specific skills training. More recently those governments that still produce vocational programming have developed more flexible, learner-centred formats.

- Industry-Prepared Tourism/Hospitality Programs

  These programs are designed to train employees for specific tasks within the workplace. Large operations have human resources departments that plan and deliver ongoing training and educational programs. Most are directed at management levels.

3.5.5 General Observations

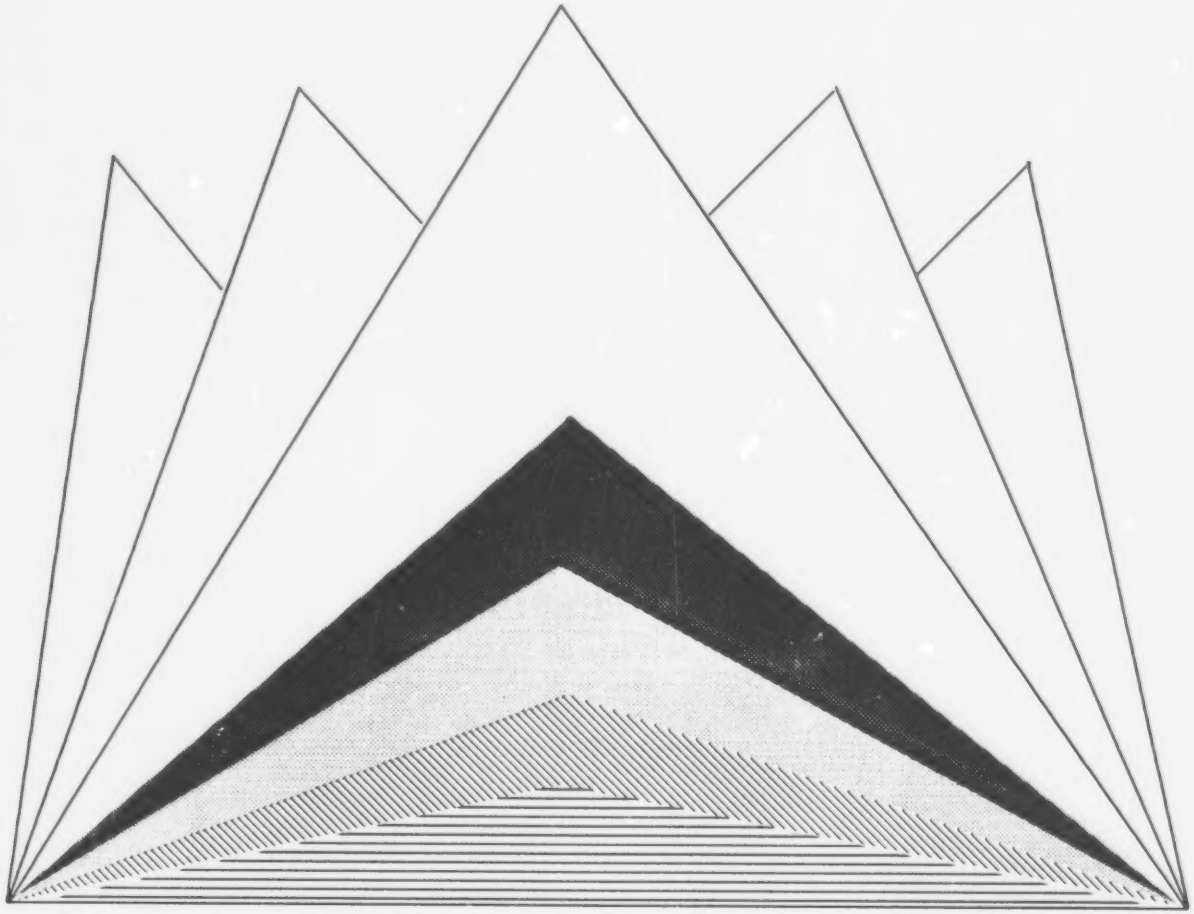
The following observations relate to high school programs.

- High school tourism education programs are being developed simultaneously in various parts of Canada and in the world.
- High school tourism education programs reflect an emphasis on local purposes and curriculum priorities.
- Tourism education program manuals and instructor guides are produced locally and vary from in-school collections of lesson plans and activity sheets to expensively designed government-sponsored tourism awareness packages. Typically, the school-based materials reflect a significantly lower level of funding for attractive design and packaging. Programs with corporate sponsorship exhibit a significantly higher level of attention to professional design and attractive presentation.
- Successful programs include a variety of active learning experiences — role play, simulations, group work, along with instructor delivery and individual exercises.
- Life skills, communication and human relations skills and cooperative work experience components are recommended in all programs.
- Recent high school programs are moving away from the emphasis on the traditional vocational skills training programs. Competency-based education (not training) now includes transferable skills, customer service skills and attitudes as well as job-specific performance tasks.
- Tourism education programs include a common core of concepts. In the high school programs, this common core is divided into a number of modules. A general module "Introduction to the Tourism Industry" seems common to most.
- A number of high school tourism education programs incorporate tourism concepts within traditional subject areas; e.g., geography.

3.6 IMPLICATIONS FOR TOURISM EDUCATION IN ALBERTA SENIOR HIGH SCHOOLS

Tourism programs in Alberta senior high schools could:

- Provide awareness of career options in tourism;
- Incorporate tourism-related concepts into various subjects;
- Provide opportunities for experiential learning as well as information and skill development;
- Emphasize transferable, life-time skills;
- Focus on the development of interpersonal, service-industry skills;
- Develop basic skills — communication, mathematics, computer literacy, etc. — within the practical context of a tourism program;
- Focus on activities which help students process information either from people, from information sources or from technology;
- Emphasize problem solving, critical thinking and self-directed learning;
- Incorporate concepts from a variety of disciplines;
- Apply standards consistent with the newly created certification standards of the Alberta Tourism Education Council; and
- Explore enterprise culture and risk-taking alternatives.



The Tourism Education Model*

* McGinn & Binder

4. ALTERNATIVE FRAMEWORKS FOR TOURISM EDUCATION IN ALBERTA SECONDARY SCHOOLS

If tourism is "the career of the future," then perhaps the time has come, not only for schools to incorporate learning outcomes and career awareness modules that relate to tourism studies, but also to use tourism as an important and relevant context for the development of knowledge, skills and attitudes in a variety of core subjects.

4.1 THE ALBERTA EDUCATION VISION FOR SECONDARY EDUCATION

The Alberta Education vision for secondary schools is contained within a number of recent documents. The conclusions in these various documents have profound implications for recommendations related to the incorporation of knowledge, skills and attitudes related to tourism and tourism studies into existing senior high school programs.

What are the most important things for our students to learn in school so that they will be able to live successfully in the twenty-first century?

- An Alberta Education document (*Essential Concepts, Skills and Attitudes for Grade 12*, 2nd Draft, 1987) focusses on 10 areas of importance that "will be used to help set priorities for the total provincial curriculum." CAREER EXPLORATION is one. (See Table VIII: Career Exploration)

Table VIII: CAREER EXPLORATION

Exploring careers will be a continuous challenge in the future. Technological change will increase the need for ongoing career preparation and repeated career choice. This career exploration and effective career choice will depend on an understanding and appreciation of the principles of lifelong learning. Individuals will need to develop the skills to recognize the need for new learning, and the ability to apply newly learned skills in the changing work environment. Individuals who have the ability to use communication and interpersonal skills to adapt will have the advantage.
Concepts
1. New advances in technology are challenging conventional technology, economic and political systems as well as career and employment patterns.
2. Career opportunities have emerged from the information age and knowledge explosion replacing many traditional "industrial" age occupations and services.
3. The social-political-economic environment affects individuals' economic opportunities and personal well being.
4. New demand for manpower and training will be required as robotics and automation become prevalent.
5. Career opportunities are altered by the potential and resourcefulness of a society.
6. Decisions regarding career alternatives need to consider quality of life, health, and interpersonal relationships.
7. Personal and professional ethics are an integral part of a variety of work situations.

Source: Alberta Education. *Essential Concepts, Skills and Attitudes for Grade 12*, 2nd Draft, 1987, p. 15.

- *Secondary schools must prepare students for responsible citizenship in a society which is changing constantly. The best preparation for students to enable them to anticipate and shape the future is a broad general education with emphasis on critical and creative thinking, communication, personal development, science and technology and an understanding of the community.* (Secondary Education in Alberta, June 1985, p. 8)
- In senior high schools students should have:
  - *"greater opportunities for decision making and time management"*
  - *"the ability to enroll in a wide range of courses to achieve significant goals"* (Senior High School Handbook, 1989/90, p. 1)
- *High schools accommodate . . . diverse educational and cultural needs by providing a range of programs and developing flexible methods of delivery. Senior high schools also have the opportunity to develop strong community partnerships . . .* (Senior High School Handbook, 1989/90, p. 1)
- Overall high school opportunities should provide:
  - alternative methods of school organization and if necessary modified instructional activities to complete development of basic skills; and
  - positive attitudes and specialized knowledge and skills to enter post-secondary education, and for direct entry into the work force.

Technology, flexibility, life-skills training, creative problem solving and alternative learning and teaching strategies are repeatedly emphasized in these recent Alberta Education Documents. These same concepts are also the major trends in recent tourism initiatives. With tourism themes, modules or programs, high schools in Alberta have the opportunity to link theory to practice in the areas of interpersonal communication, development of life-skills, technology studies and work experience.

IF YOU THINK FINDING QUALIFIED EMPLOYEES IS TOUGH TODAY, JUST YOU WAIT!

30% of Canadian high school students drop out

■

1 in 4 Canadian adults lack basic work skills

■

The U.S. brain drain of Canada's top students will accelerate as all of North America faces increased labour shortages

■

Canada's knowledge-based economy has put new demands on the basic skills required for entry-level positions

Business must get involved today to ensure a qualified workforce tomorrow. The Conference Board of Canada, in co-operation with 12 national organizations, is pleased to present the first national conference on business—education partnerships.

REACHING FOR SUCCESS: BUSINESS AND EDUCATION WORKING TOGETHER

TUESDAY EVENING AND WEDNESDAY, APRIL 17 AND 18, 1990
HARBOUR CASTLE WESTIN HOTEL, TORONTO
With the support of

Canadian

Air Canada

■ CONFERENCE ADVISORY COUNCIL ■

The Globe and Mail Report on Business Thursday, March 29, 1990

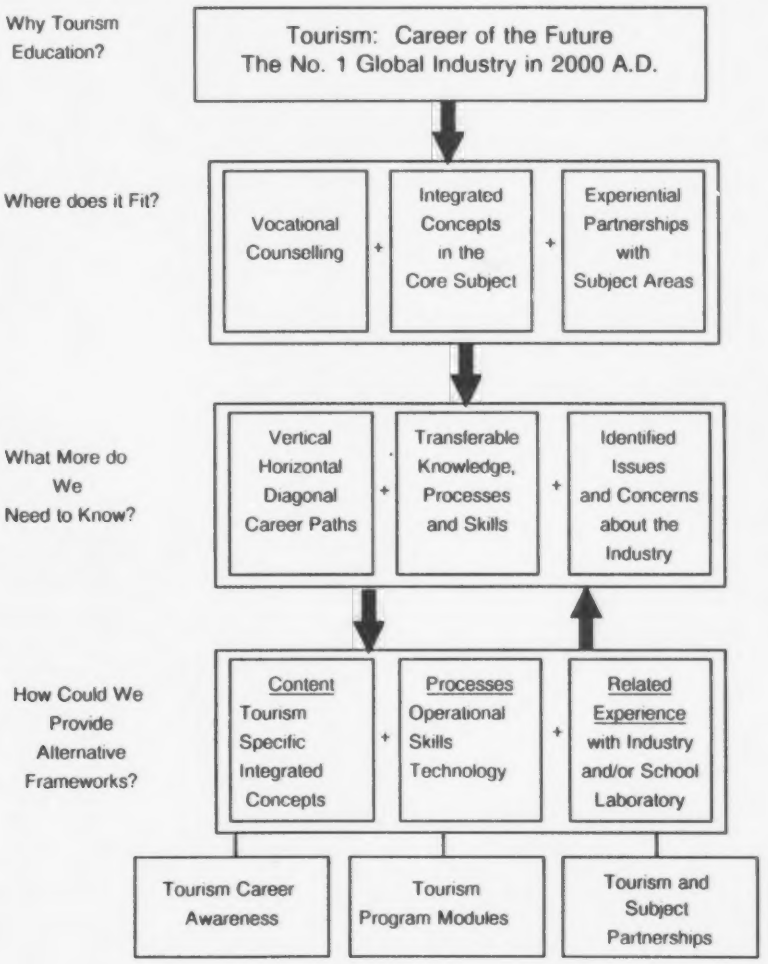
4.2 TOURISM EDUCATION: FITTING THE PIECES

Tourism Education, with its interdisciplinary concepts and its potential for school/community partnerships, can be "fitted" into the existing Alberta secondary curriculum. A new addition would be a Travel and Tourism Studies Course, developed at the provincial or local level to complement the development of tourism concepts, skills and attitudes in other areas of study.

Figure 16: How the Pieces Fit, is designed to show that even though many of the program ideas "fit" the existing educational programs, there are still some questions that need to be answered . . . and the answers will need to be continually modified, adapted and changed to meet the changing world of work.

Critical process skills and knowledge concepts need to become "transferable" into many other career areas to be viable for the year 2000. Issues have to be continually identified, discussed and resolved if tourism is to be the career of the future.

Figure 16: **HOW THE PIECES FIT**



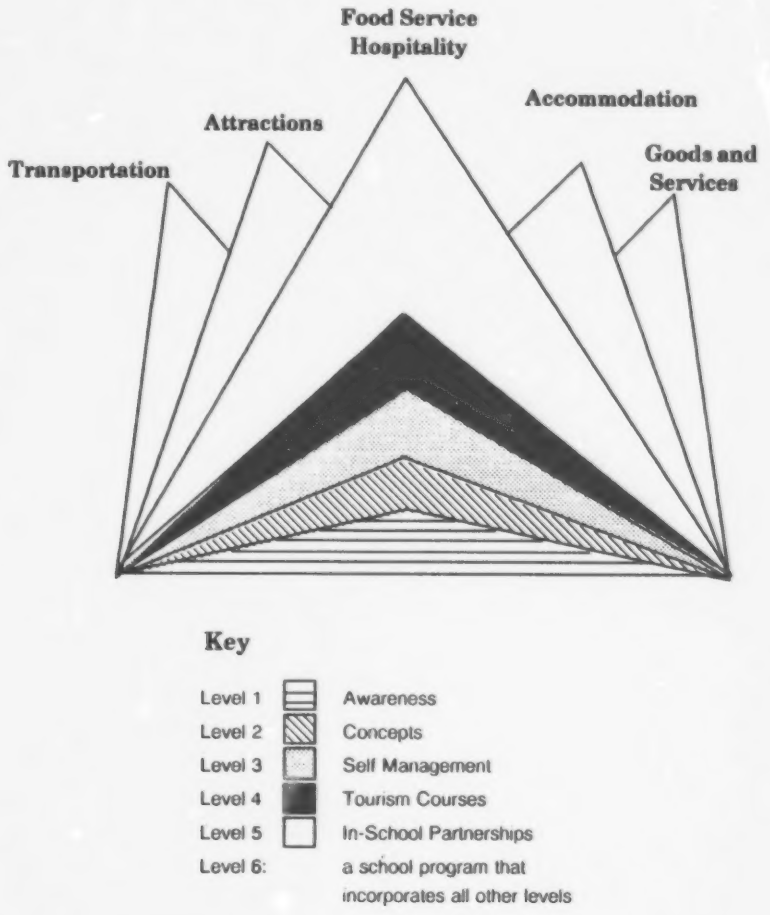
4.3 THE TOURISM EDUCATION MODEL

A model developed by McGinn and Binder portrays the variety of ways that tourism education can be incorporated into high school programming.

The five peaks of the model represent the five sectors of the industry described in Section 3. The layers represent levels of intensity of focus on tourism and tourism-related concepts. They thus become the building blocks for a specialized certification in tourism studies. Schools could choose whichever options met the needs of their students. Level 1, for example, represents a general tourism career awareness component that would be made available to all students. Level 6 represents a school program or a school within a school in which all students would graduate with a certificate in tourism studies. This is called the "Tourism Academy" option. (See Figure 17: Tourism Educational Model)

With respect to the IN-SCHOOL PARTNERSHIPS option, each of the segments of the model can be factored out for a specific focus on one of the sectors. Such a focus is appropriate for the way that existing practical arts programs are presently structured. Notice that some component of each of the "building block" layers is included within the sector blocks. For example, a FOOD SERVICE AND HOSPITALITY module would also include some career awareness, some general information on the tourism industry, and an emphasis on service industry processes and skills.

Figure 17: TOURISM EDUCATION MODEL



4.4 THE INTEGRATION OF TOURISM CONCEPTS WITH THE ALBERTA HIGH SCHOOL COURSE OF STUDIES

Including tourism concepts in senior high school education does not necessarily require a new program. There are many places in the existing program of studies where the tourism "building blocks" could be integrated into existing subjects. The content for each of these "blocks" is described below. Table diagrams some curriculum fits.

4.4.1 Tourism Career Awareness Program

Tourism: the Career of the Future. Career Paths; Vertical, Horizontal, Diagonal. Occupational Clusters; Transferable Skills

Tourism Career Awareness

A program designed for presentation to all students to be at an introductory career awareness level.

4.4.2 Tourism: Concepts about People and Places

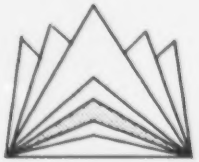
Tourism and Leisure Behaviour, the Economy, World Peace, Wildlife and Wilderness Preservation, Culture, Third World Development, the Environment and Ecotourism.

Tourism: Concepts about People and Places

Concepts like tourism and the economy, tourism and world peace, tourism and preservation of wildlife could be used as "building blocks" to help students better understand social and scientific knowledge already part of the course of study.

4.4.3 Tourism: Processes of Communication and Action

Tourism and Multiculturalism, Information Networks, Computerization, Entrepreneurial Action, Self-direction, Problem Solving, Teamwork and Cooperation, Risk Taking.

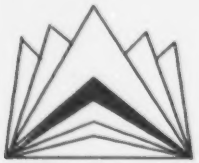


Tourism: Processes of Communication and Action

Concepts like self-direction, enterprise culture, and teamwork become the focus of learning activities and projects identified in the course of studies.

4.4.4 Tourism Studies

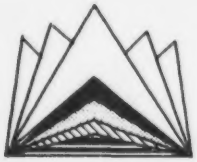
This new course could be locally developed and would include both core and elective modules. The course could stand alone as a five-credit program, or be integrated with other school programs — e.g., as a theme for a language arts module, or as a module in a global education unit.



Tourism Studies

A course with specific tourism knowledge, skills and attitudes that could be developed in a modular format to "stand alone" or be integrated into existing courses.

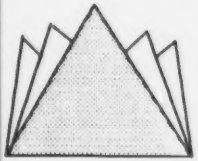
4.4.5 Tourism Industry and In-School Partnerships



Partnership: Tourism and Career and Technology Studies; Fine Arts, Physical Education

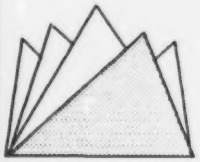
A program that uses existing courses in relevant subject areas, incorporates all the tourism education components and adds experiential learning at the school and/or with industry

1. Food Service and Hospitality
2. Accommodation
3. Attractions and Recreation
4. Travel and Transportation
5. Goods and Services



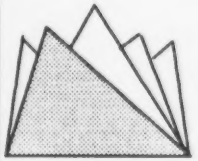
Food Service Hospitality and Home Economics

A partnership program designed to provide both school credit and some aspect of work experience credit with performance standards designed for and with the industry.



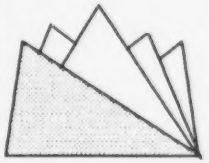
Accommodation and Business Education and Foods

A partnership with business courses and Food Studies 10, 20, 30 plus an industry-related training program with industry performance standards. Computer skills would also be required.



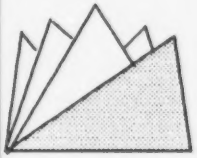
Attractions/Recreation and Physical Education and Business Education

Physical Education 20 and 30 electives could be designed for application to the industry with a focus also on business education management and enterprise skills.



Travel and Transportation and Business Education

Travel planning and modes of transportation are explored within business education. Computer application and marketing can be basic to the program plus performance standards integrated into the industry experience.



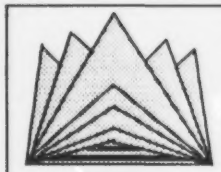
Goods and Services and Business Education, Fine Arts, Vocational Education, Home Economics

Goods are defined as product development, marketing and sales (art, pottery, clothing, design, photography, etc.) plus industry experience. Service incorporates business, enterprise skills plus beauty culture, automotives, graphic arts, etc., and an industry experience.

4.4.6 Tourism Academy: A Magnet School

A total school program could include:

- Tourism career awareness;
- Integrated concepts and processes;
- Partnership programs;
- Cooperative education or work experience and other experiential learning;
- Core content using travel themes integrated with core subjects; and
- Summer and part-time employment programs.



Tourism Academy

A magnet school or school within a school designed for post-secondary preparation and the world of work.

- All core courses are designed to integrate concepts and themes relating to travel and tourism (e.g., Travel Canada with Canadian writers).
- Tourism Studies becomes a core course.
- Partnership(s) with industry develop through advisory counsels of staff, students, parents, and industry to provide work experience and training.

4.5 EXPERIENTIAL LEARNING

While the existing curriculum has the structure and flexibility to make the tourism education program work effectively, an experiential component is necessary to make skill and process development, as well as the knowledge and attitudes, relevant for the learner. It is also a critical factor for the development of entry-level skills (Howell, Baum, Ritchie, Williams).

At present, school laboratories can provide simulated experiences with performance skills identified for each of the sectors of the tourism industry. Special projects can be initiated and developed by students, with assistance from teachers to provide industry-related experience within the school.

Work experience programs, through careful selection of work sites, could also provide opportunities for experiential learning.

The research also suggests that the experiential component is best introduced with a "sandwich approach" where the student begins learning at school, then is integrated for several weeks into a community-based training site. Following the realistic hands-on experience in the world of work, the student would return to school to analyse and evaluate and make corrections where necessary. (Barnes and O'Conner, 1987, p.3)

The ideal would be a "triple decker" with a three-session component at school and the two experiential sessions in the workplace, preferably at different locations. The community experience is designed to make the learning more relevant and realistic. The ultimate goal is to use the experience to help the student become aware of the need to complete school before entering the workforce. (See Table IX: Experiential Learning)

Table IX:

EXPERIENTIAL LEARNING

Schools in Alberta have a variety of ways to incorporate experiential learning components into their existing programs and thereby connect school-based learning with the world outside.

EXPERIENTIAL LEARNING OPTIONS FOR ALBERTA SCHOOLS

Special Projects 10/20/30 five credits each to a maximum of 15 • course offering available in Alberta secondary schools • under the supervision of a teacher, each credit for 25 hours, may be two, three, four or five credits.	Special projects are designed by students on an individual basis or in small groups with the learning and experience on campus. The student becomes involved in selecting and planning his or her own activities. A clearly planned proposal must be submitted to the principal for approval. The context of the project should be distinct from and in addition to regular course requirements.
Work Experience 15/25/35 three or five credits each to a maximum of 15 • course offering available in Alberta secondary schools in cooperation with the business community. • work experience coordination is necessary • written learning agreement must be in place.	An approval process is in place for off-campus work experience; it must be approved by the Regional Office of Alberta Education as well as by a letter from the parent, if the student is 16 years or younger. To receive three or five credits the student must have completed 75 or 125 hours. Evaluation and reporting of work experience credit will be as for other subjects. The work experience is a form of employment designed as a planned school program with a cooperating teacher and the employee. It may or may not be related to school course work. The program has the potential for work experience and career exploration in a tourism program.

Table IX: **EXPERIENTIAL LEARNING (continued)**

Work Study • no credit • under the supervision of the teacher.	The work study program is designed as an integral part of the course work. The intent is to learn the skills and to relate the experience to their class studies. The work study could provide a home for a full cooperative learning program.
Laboratory Simulations • part of the unit "learning activities" • under the supervision of the teacher.	In school experiential learning is powerful when work place simulations are developed in school. Examples are office/customer services, cafeteria and computer laboratories, etc.
Cooperative Education "It's Working" • *A strategy of applied learning which is a structured program, developed and supervised by an educational institution in collaboration with one or more employing organizations.* (Barnes and O'Connor, p. 2.) • cooperative education coordination is necessary • written training agreements must be in place • cooperative education programs are in place for 50,000 Ontario students.	The primary goal is the development of occupational competencies. The performance-based competencies are developed by and with the industry. The teacher advisor is knowledgeable in the subject field and has time to provide appropriate direction. Emphasis on job visitation, employee conferences and regular evaluation. The cooperative education could be developed at any educational level. Alternate or parallel periods of instruction in school and supervised work environment (sandwich program).

4.6 STRATEGIES FOR IMPLEMENTATION

Introduction

Programs can and should be implemented in many ways depending on the needs of students and the resources available in schools.

A number of delivery strategies have been identified and are described as examples:

- Table X: Tourism Integration Chart shows how tourism awareness and 15 key concepts could be integrated into subject content and process.
- A sample tourism career awareness program has been outlined.
- Integrated key concepts have been described as having potential to provide "in-depth" understanding in existing themes or projects.
- Table XI: In-School Partnerships shows how partnerships can work between and among tourism and existing complementary school programs.
- Two case studies have been presented to examine how in-school and community partnerships could be explored.

4.6.1 The Tourism Career Awareness Program

Target Group

- All Grade 10 students.
- Ongoing career exploration and information for all students.

School Administration

- The school counsellor and CALM teachers would be the school contacts.
- One assembly session would be required for Grade 10 students – or other workable schedule that could include a tourism industry speaker(s).

Scheduling

- The preferred time of year would be January or February before students make career/course choices for Grade 11.
- Grade 9 students may be the group to view the presentation if the program is to start in Grade 10.

Resources

- A "tourism career kit" would be helpful for schools. Visuals, pamphlets, charts are needed for the industry subsectors. The visuals would be for presentation purposes, the charts for career display boards.
- An appropriate exploration/awareness video could be a good awareness strategy.
- The video could be developed so that schools could make a copy for their career counselling resource collection.
- Pamphlets on occupations within the tourism industry are needed.

Scope and Sequence

- The focus is tourism career awareness.
- The content would include the five sectors of the industry, identified from the educational model.
- The visuals would be attractive and concise, the follow-up information in pamphlets can contain more specific information.
- The video would be a general look at the future of tourism careers from a local, national and global base.
- Charts would show career paths which emphasize diagonal mobility and transferable skills.
- Additional one-page career specific charts could be developed to sequence each of the five sectors of the industry.

Links

- The career resource and a variety of charts could display links to post-secondary and private sector institutions.
- The sector charts would show direct links between entry skills and the tourism industry.

Sources of Support

- This type of project could be developed through a cooperative venture with Alberta Education and Alberta Tourism.
- Private sector funding would/could be appropriate for career kit sponsorship
- Local tourism agencies could provide print support and a speakers' bureau contact list.

Contacts for Design

- The Pacific Rim Institute of Tourism, Vancouver, B.C.; "You're a Natural": a high school awareness program.
- Ontario Incredible - public, industry awareness programs with video, manuals, etc.

4.6.2 Integrated Tourism Concepts and Processes

Target Group

- All high school core courses that have specific themes or topics for integration in the existing course of studies. (See Table X: Tourism Integration Chart)
- All students.

School Administration

- Subject area departmental heads would be appropriate contacts.
- Curriculum support materials to be made available and distributed to each subject teacher. They could be copied for student use.
- Inservice could be through professional development days, teachers' conventions, teacher workshops — as in the Alberta Teachers' Association "Drive in Workshops."

Scheduling

- At the discretion of teachers to fit into existing themes as projects.

Resources

- An attractive, two-page reference to include relevant information from the industry with learning activities, suggested industry, contacts and speakers and additional resources.
- Three-hole punched to be put in teacher binders as a resource for the appropriate topic.

Scope and Sequence

- The topic, unit and grade level would be identified.
- The related tourism concept would be described (15 concepts have been identified in the project for integration p. 78).
- The learning activities could emphasize the identified tourism-related processes.
- Tourism industry information would be relevant and pointing out alternatives with positives and negatives.
- Charts, issues, articles could be included on the two pages.

Links

- The available materials from industry could be identified.
- Local tourism agencies and staff could become contacts for additional resources.

Sources of Support

- An excellent project for private sector sponsorship for each of the topics.
- Appropriate tourism industry identification could be used.
- Coordination with Alberta Education, Alberta Tourism and the industry to develop, write, produce and fund the project.

Table X:

TOURISM INTEGRATION CHART

	Guidance/Vocational Counselling	Career Exploration Activities	Language Arts	Social Studies				Science						Mathematics				Career and Life Management 20	Physical Education	10/20/30 - Electives
				10 13 16	20 23 26	30 33 36	10 13 16	20 23 26	30 33	General Science 10 20 30	Biology 20 30	Chemistry 20 30	Physics 20 30	10 13 16	20 23 26	30 33 31				
Tourism Career Awareness																				
Career of the Future	★	★																★		★
Career Paths	★	★																★		★
Occupational Cluster	★	★																★		★
Integrated Tourism Concepts																				
I People — 1 Leisure Behaviour		★					★	★												★
2 The Economy							★	★												
3 World Peace							★	★	★											
II Places — 4 Wildlife/Wilderness Preservation		★						★		★	★									★
5 Social/Cultural Impact							★	★			★									★
6 Third World Development								★		★	★									
7 The Environment		★							★	★	★									★
8 Tourism Trends (e g , ecotourism)								★		★	★									★
Integrated Tourism Processes																				
III Communications — 9 Multicultural Process				★	★	★	★	★	★									★		★
10 Information Network		★		★	★	★	★	★	★	★								★		★
IV Actions — 11 Enterprise Culture		★		★	★	★	★	★	★	★	★	★	★	★	★	★		★		★
12 Self-Direction				★	★	★	★	★	★	★	★	★	★	★	★	★		★		★
13 Problem Solving				★	★	★	★	★	★	★	★	★	★	★	★	★		★		★
14 Teamwork/Cooperation				★	★	★	★	★	★	★	★	★	★	★	★	★		★		★
15 Risk Taking				★	★	★	★	★	★	★	★	★	★	★	★	★		★		★

4.6.3 Tourism Studies Course

Target Group

- Preferably Grades 11 and 12
- Social Science/Practical Arts areas.

School Administration

- The school administration would have to support the development and implementation of the course and/or resulting program.
- A school coordinator (e.g., work experience, practical arts) could be the designated contact.
- Scheduling would be for an elective with appropriate promotion and identification of student needs.
- A work experience or special project course could be added.

Scheduling

- An elective at the Grade 11 level, the course could be scheduled in semester one with a follow-up work experience.
- It could be offered at night school or through continuing education.
- The modules for the course could also be integrated by teachers into their regular practical arts programs.

Resources

- The course would require either a provincially or locally developed course of study to include:
  - general aims and objectives;
  - evaluation procedures;
  - content identification;
  - sequence of modules with a prerequisite and elective format;
  - delivery options: classroom instruction, distance learning or industrialized institute packages;
  - individual theme or unit guides to include specific learning and performance outcomes, learning activities and evaluation procedures;
  - experiential learning would be emphasized through speeches, visits, community projects, laboratory simulations; and
  - special projects or work experience would complement the course.

Scope and Sequence

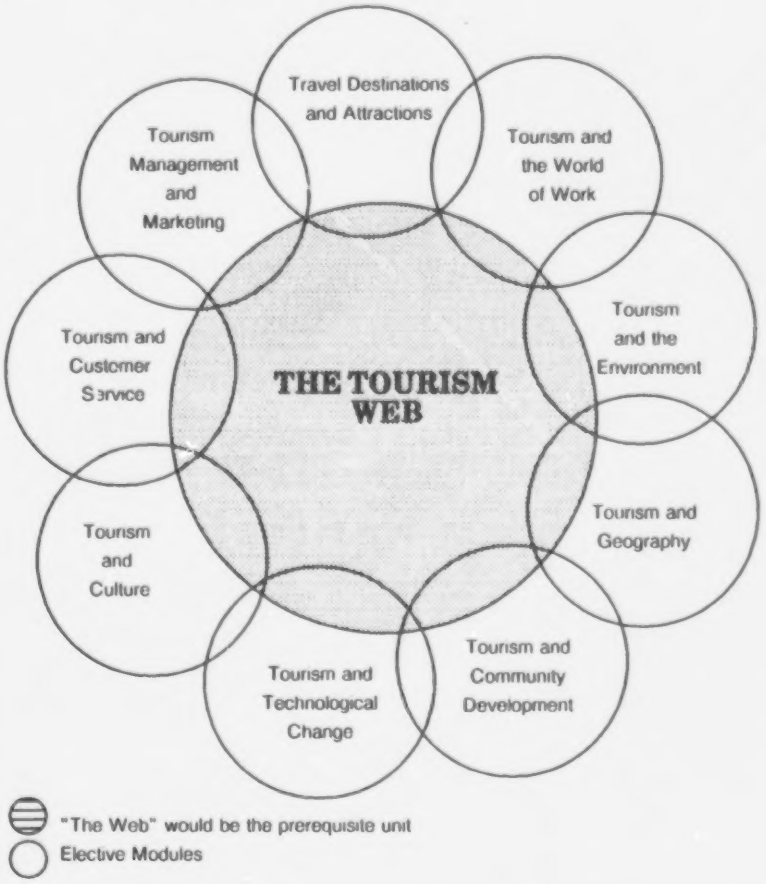
CORE MODULE

The Tourism Web - An Introduction to the Tourism Industry
(See Figure 2, p. 8)

ELECTIVES (Choose four for a five-credit program)

Travel Destinations and Attractions
Tourism and the World of Work
Tourism and the Environment
Tourism and Geography
Tourism and Community Development
Tourism Management and Technological Change
Tourism and Culture
Tourism and Customer Service
Tourism Management and Marketing

TOURISM STUDIES COURSE


Travel Destinations and Attractions
Tourism and the World of Work
Tourism and the Environment
Tourism and Geography
Tourism and Community Development
Tourism and Technological Change
Tourism and Culture
Tourism and Customer Service
Tourism Management and Marketing
THE TOURISM WEB
"The Web" would be the prerequisite unit
Elective Modules

Core Modules:

- The Tourism Web. The base unit with concepts of the traveller, travel behaviours, destinations, the industry and how it works.

Electives:

- Travel Destinations and Attractions Theme. Natural and man-made attractions, historic sites and cultural attractions, tourism behaviours and traveller needs and beliefs, modes of transportation, future trends are focused.

- Tourism and the World of Work Theme. A service industry, economic impact, working conditions, unions and the industry and multicultural, multilingual work place environments.

- Tourism and the Environment Theme. Planning to sustain and enhance the environment, ecotourism, marketing the wilderness adventures, policy requirements.

- Tourism Geography Theme. Travel through history, local geography and tourism, provincial geographic and tourism zones, national geography and attractions, global geography and tourist flows — the impact of tourism geographically.

- Tourism and Community Development Theme. Sustainable industry, preservation versus conservation, community process and local development, community planning and management of the local industry, small and medium business development, private and public sector cooperation.

- Tourism and Technological Change Theme. Packaged trips to the moon, small business consortiums to use technology, technology in the fast food business, standardized computer language, tourism and government policy on technology, basic information on the importance of infrastructure.

- Tourism and Culture Theme. The impact of the traveler on culture, third world development, preservation of wilderness areas, cultural heritage as a product, enhance and protect wilderness, cross-cultural contact.

- Tourism and Customer Service Theme. The importance of and the development of communication skills, public image, personal service, satisfying customer needs, language diversity marketing and promotion.

- Tourism Management and Marketing Theme. Efficient management, enterprise culture, target marketing, creating your own business and tourism policy; tourism trends, e.g., special interest tours.

Links

- The course development could be done from a focus on community, geography and business with impact from all areas. A community-developed curriculum.
- The course could be the base for partnerships with the tourism industry.
- The course could be developed for use by the industry.
- Modules could be integrated into other subject areas in the curriculum.

Sources of Support

- Teachers could be seconded along with community representatives to do the program planning.
- Alberta Education and Alberta Tourism could jointly develop the course.
- Industry sponsorship on a module base or for the whole package could be solicited.

Contacts for Design

- The Travel and Tourism Programs/Session (on file)
- Hamilton, Ontario Program (on file)
- Niagara South Ontario Board of Education (on file)
- Alaska Ministry of Education Tourism Studies unit.

Table XI: **IN-SCHOOL PARTNERSHIPS**

Tourism and the: Practical Arts Fine Arts Physical Education	**Career and Life Management 20**	**Home Economics**	Food Studies 10 20 30	Clothing and Textiles 10 20 30	**Business Education (modules)**	Computer Processing 10 20 30	Accounting 10 20 30	Business Education 10 20 30	Basic Business 20 30	Office Procedures 20 30	Marketing 20 30	Law 20/30	**Industrial Education**	Beauty Culture 12 22 32	Food Preparation 12 22 32	Graphic Arts 22 32	**Fine Arts**	Art 10/20/30	Drama 10 20 30	Music 10 20 30	**Physical Education - Electives**	Physical Education 10 20 30	**Work Experience 15/25/35**	**Special Projects 10/20/30**	**Locally Developed Curriculum**	Commercial Art 15 25 35	Sewing and Design 15 25 35	Performing Arts 15 25 35	Television Arts 15	Photography 15 25 35	and many others
Food Services and Hospitality	★		★			★		★	★		★	★			★								★	★						
Accommodation	★		★			★	★	★	★	★	★	★											★	★						
Attractions and Recreation	★		★			★		★	★		★	★				★		★	★	★			★	★		★	★	★	★	★
	★		★			★		★	★		★	★										★	★	★						
Travel and Transportation	★					★	★	★	★	★	★	★											★	★						
Goods and Services	★		★	★		★		★	★		★	★			★	★		★					★	★		★	★			★	
	★		★			★	★	★	★	★	★	★		★	★								★	★						

4.6.4 In-School Partnerships in Tourism Education and Practical Arts.

Case Study I

The city of Clearwater, Alberta, population 10,000 has just received a major provincial destination/ attraction in the form of a historical museum and interpretive centre. The community has started discussion on a total "destination" attraction concept to provide support for a local tourism industry. A major problem is a labour shortage at the museum and in food service hospitality. The local school principal has identified a decline in the number of students participating in home economics and is also concerned about the number of student drop-outs. Canada Manpower is prepared to explore options for the unemployed youth.

Task

To establish local initiatives and community planning to develop Clearwater as a major provincial and national destination attraction.

Process

The major participants have established a community planning committee with representatives from the school, parents and students.

School Initiative

- To develop a partnership with the museum and local food service businesses.
- To develop an in-school partnership between tourism education and food service hospitality and home economics.
- The practical arts coordinator and guidance counsellor have volunteered to do a student needs study, a parent survey of perceptions to the tourism industry, and a plan for potential program goals.
- The superintendent is prepared to have a secondment to allow teachers to work in the development of the program for a pilot project in September 1990.

Partnership Program: Pilot: Grade 11

- Food Service/Hospitality Industry and Home Economics
- School and community tourism businesses
- September 1990 with one class of about 20 students to enter at the grade 11 level.

Program "Mock-Up"

- Tourism Awareness Program – guidance department
- Integrated Tourism Concepts – all core subject teachers
- Travel and Tourism Course – designated teachers
- Foods 10/20/30 with modules from Travel and Tourism Course and Home Economics
- Work Experience 15/25 – work experience coordinator and home economics teacher
- Simulated Laboratory Experience – home economics, business education.

- Elective Modules: Basic Business 20/30 - business education.

- Computer Processing.

Program: Year 2: Grade 12 Pilot (15 credits)

Total of 35 credits: Tourism Education Certificate.

Links

- The food service industry would work with the school to provide a list of performance outcomes necessary for the entry levels of the work experience.

- The Alberta Tourism Education Council would cooperate by providing industry training and resources and the ATEC standards for the industry.

- The local tourism, food service and hospitality businesses would provide the work experience stations.

- Canada Manpower would provide related summer employment for students in the industry with funding available for the summer projects.

Contact for Design

- Alaska: Department of Education

- SP3 System Model/Edmonton

Case Study II

A high school in an Alberta city has just lost a number of students due to a major industry relocation. Many laboratories are available plus computer equipment. The city has instituted a major tourism industry initiative with convention centre development, major sport and entertainment attractions.

Task

To revitalize and restructure the high school to promote relevant practical arts programs that would attract students to the school and encourage the present school population to stay in school to complete at least a high school diploma.

Process

Staff, District, Alberta Education, Parent Council, City Tourism Agencies and students would form a planning committee to explore the restructuring of the school.

The goal would be to develop a "school within a school" — a tourism academy.

School Initiatives

- Staff and administrative awareness, inservice and planning.

- Development of a restructured school model to include: program, staffing, resources, marketing recruiting students, staff inservicing, advisory council, parents and industry.

District Initiatives

- To promote staff support, teacher release time
- To create implement cooperative work experience contracts with business and industry
- To prepare print material
- To assist with promotion and marketing.

Partnership Program: Tourism Academy – A Magnet School

- Plan the concept and design for the total academy: develop timelines and specific objectives, likely about three years to phase-in
- Start with one "module" of the partnership for the pilot the first year: the selection would depend on staff available and student needs
- Establish evaluation procedures and put in place the industry-related performance objectives
- Gradually adjust the experiential learning concept to become a cooperative learning model.

Specific Program Possibilities

- Tourism Career Awareness – counselling department
- Core Courses: integrate core concepts and use a travel focus for additional understanding – all subject teachers
- Travel and Tourism Studies Course – all modules available
- Partnerships in each of:Practical Arts/Fine Arts/Support Teachers
  - food service and hospitality
  - accommodation
  - travel and transportation
  - attractions/education
  - goods and services
- Cooperative Education Work Experience Contracts – cooperative education coordinator
- Explore Available Summer Employment – counselling department
- Post-Secondary entry as well as occupation-specific placement.

Potential Sponsorship

- industry sponsorship could be solicited for work-related costs, training costs, resource materials, etc.
- tourism business could help provide summer jobs and part time jobs
- interagency cooperation: school, government and business.

Contact for Design

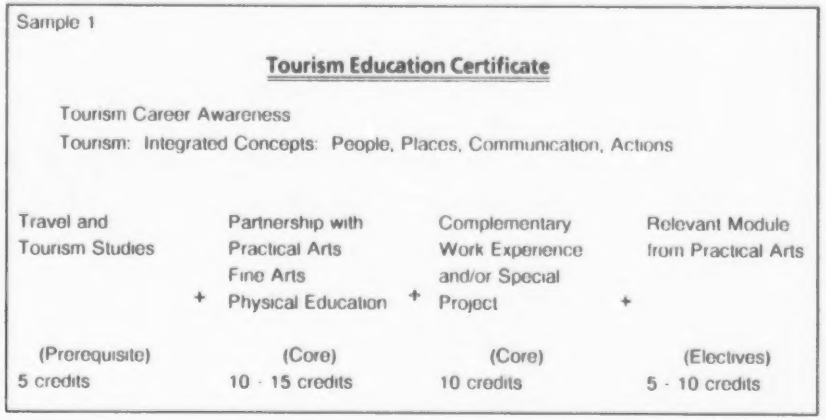
- Dade County, Miami - Miami, Florida.

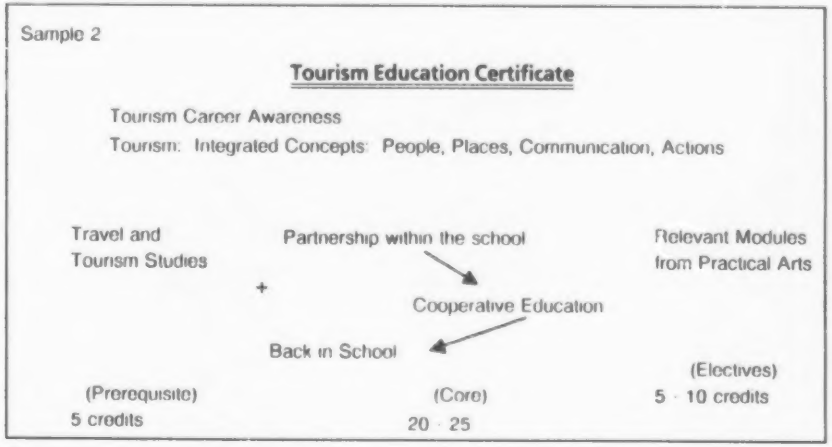
4.7 AN ALBERTA TOURISM EDUCATION CERTIFICATE

The tourism education program could be designed and implemented to provide a "certificate" in Tourism Education that could have identified content, experiential learning and a minimum number of school credits (for example, 35 credits).

The tourism industry sectors working with the school could become part of the recognition program both with signage and presentation.

Figure 18: **TOURISM EDUCATION CERTIFICATES**





5. CONCLUSION

No radical changes are necessary in order to make tourism a component of the programming of today's senior high schools. The structures are in place.

Four factors, however, will determine whether any or all of the components recommended in the TOURISM EDUCATION MODEL are implemented:

- Businesses associated with the tourism industry will pay and treat their employees as if they are professionals bound for a career. This applies to entry as well as to management levels. Without this commitment it will be difficult for educators to enthusiastically recommend tourism-related occupations to students, or to become very excited about tourism programs in the high school

- Administrators will energetically promote teamwork among certain staff members to create practical arts and academic "teacher consortiums" to explore and implement integrated modules on tourism within their various programs. Timetables will be flexible enough to accommodate extensive work experience and cooperative learning opportunities for all students

- Teachers will look forward to applying what is now known about learning styles and meaningful learning contexts, and will cooperate to integrate tourism themes, concepts and processes into their programs

- Parents will endorse the philosophy of the schools which create a meaningful context for the learning of basic skills and which create an environment where interpersonal relationship skills, communication skills, and employability skills are emphasized and practised.

In speaking for the needs of all students for excellent education through meaningful learning experiences, a tourism education program also speaks to the voices of industry, to the voices of government and to the voices of educators. It is a program alternative with unlimited potential.

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New York, New York: Van Nostrand/Reinhold, 1989.

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The Structure and Organization of the Tourism Industry.
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TOURISM CURRICULUM PROJECT: RESEARCH DATA-BASE INFORMATION

PURPOSE: To review literature, programs, projects relevant to the indentified topics.

Note: A printout is available from Alberta Education

TOURISM CURRICULUM PROJECT - RESEARCH DATABASE INFORMATION

AUTHOR(S)
YEAR OF PUBLICATION
PUBLICATION TITLE

PERIODICAL SOURCE
Vol ___ No ___ Pg (s) __
PUBLISHER AND LOCATION

PUBLICATION TYPE
☐ Periodical ☐ Conf. Proceedings
☐ Gov't Document ☐ Unpubl./Working Doc
☐ Book ☐ Monograph
☐ Reference Text ☐ Other

TOPICS
☐ General Knowledge/Stats ☐ Education/Training
☐ Alberta Specifics ☐ Other
☐ Career Info

ANNOTATION

LOCATION
☐ Alberta ☐ USA
☐ Canada ☐ Other

PROGRAM FOCUS
☐ All ☐ Home Ec ☐ Voc. Ed ☐ Bus. Ed
☐ Indust. Ed ☐ Work Exp. ☐ Partnerships ☐ Entrepreneurship
☐ I.O.P. ☐ Tourism ☐ Special Projects ☐ Other

CLIENT LEVEL
☐ All ☐ Jr. High ☐ Sr. High ☐ Post. Sec
☐ Adult ☐ Other

RECOMMENDATIONS

BY _____ DATE _____ FILE _____

APPENDIX B:

PROGRAM ANALYSIS SUMMARY

PURPOSE: To record data on selected tourism/hospitality education programs for the purposes of comparison.

PROGRAM ANALYSIS SUMMARY

Program Title:

Education Agency / School: Contact(s):

Address:

Client Level: Phone:
Fax:

Purpose & Goals - Content Summary:

Scope & Sequence - Length, Prerequisite, Sequences, Certifications

Linkages - Courses within the Agency, and / or other Agencies

Delivery Strategies:

Learning Resources:

Evaluations / Standards - Students and / or Program / Delivery Model:

Inservice Initiatives / Teacher Training

Promotional Strategies:

Issues / Challenges Faced in Program Development and Implementation:

Numbers in the program and % obtaining employment

LETTER OF REQUEST FOR MATERIALS

Alberta Tourism/Entrepreneurship Curriculum Project
c/o Alberta Education, Calgary Regional Office
1200 Rocky Mountain, Plaza
615 Maclead Trail S.E.
Calgary, Alberta, Canada T2G 4T8
Phone: (403) 297-6353

Dear :

On behalf of Alberta Tourism and Alberta Education we are in the process of reviewing existing materials in the fields of:

Tourism Education	Entrepreneurial Process; Innovation and Creativity
Tourism Training	Entrepreneurship Education and Training
Tourism Awareness	Entrepreneurship Awareness and Appreciation

As part of our review of the literature, we are anxious to examine programs of studies, curriculum guides, course outlines and student resource and activity materials which accompany your tourism/entrepreneurial education programs. If there are related costs for any of these materials, please refer to the attached document.

We would also appreciate it if you could identify other contacts who could provide us with additional programs and/or materials. If so, please complete the attached "contact database" sheet and return to us at the above address or call us directly (Person-to-Person collect).

We appreciate your prompt attention to this request. We would be happy to forward the findings of our study to you, at your request.

Thank you.

Sincerely,

Deanna L. Binder Susanne Campbell Arlene McGinn

☐ Resources and Materials Mailing Address:

Alberta Education
Calgary Regional Office
1200, 615 MacLeod Trail, S.E.
Calgary, Alberta
T2G 4T8

Attention: Binder, Campbell, and McGinn

☐ Complimentary Materials Sent Thank you for your support in advance.

Please identify the person(s) responsible for sending the resources.

☐ "On-Loan" Materials Thank you in advance.

Your loan agreement form can be sent directly to the address above. If available for purchase, include a purchase order form for our future use.

☐ Materials invoiced for purchase

Your invoice form can be included with the resource materials you are sending. It needs to be addressed for prompt payment as follows:

Pre-development of Curriculum for Tourism/Entrepreneurship
c/o Alberta Tourism Education Council
1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4

Attention: Rick Baker

☐ Materials requiring Purchase Order Number

Your invoice form can be used as above. Our print copy of Purchase Order will be forwarded separately.
Please quote P.O. #_____
Predevelopment Curriculum Tourism _____
Predevelopment Curriculum Entrepreneurship _____

APPENDIX D:

TOURISM EDUCATION: RELATED MAJOR STUDIES AND REPORTS

Alberta Tourism Education Council.
Resource Directory of Training and Education Programs for Alberta's Tourism/Hospitality Industry, 1989.

Comprehensive resource directory of all known training and educational opportunities in the hospitality industry in Alberta. Includes private and public sector programs. Eligibility requirements, fees, dates/locations and contacts are included.

Career Development Institute.
Career Paths in Tourism.
Edmonton, Alberta: Alberta Career Development and Employment, 1989.

Charts potential career paths in four of the five sub-sectors of the tourism industry: Food and Beverage, Accommodations, Tour and Travel, Attractions. Also itemizes job specific skills and transferable life skills important for each level of each career path.

NB. See Redekopp in the Data Base for preliminary background for the document.

Ernst and Young.
Human Resource Study of the Food Service Industry.
Toronto, Ontario: for Employment and Immigration Canada, 1990.

Examines the human resources, training and skills needed for the food service industry. Had input from a steering committee from all components of the industry. Two hundred people interviewed plus five hundred telephone contacts.

Manecon Partnerships.
Report on Research into Industry Options for an Alberta Tourism Attitude and Awareness Training Program.
Edmonton, Alberta: Alberta Tourism, 1989.

Surveys operators of tourism-related businesses to ascertain their interest in a tourism attitude and awareness program and their willingness to commit time and money to support the program.

Strong need indicated for emphasis on communication skills - customer service (89%), positive attitudes (89%), hospitality (74%), handling difficult situations (65.8%) and tourism awareness (36.9%).

Mercer/Hickling Johnson.
Alberta Tourism/Hospitality Education and Training Study.
Edmonton, Alberta: for Travel Alberta, 1985.

Examined education and training needs of the tourism and hospitality industry in Alberta. Compared existing educational programs in Alberta, Canada, U. S., Europe and other parts of the world. Made recommendations for an "Alberta model" to meet Alberta's tourism education needs. Recommended creation of Alberta Hospitality Council - now the Alberta Tourism Education Council. Limited response for tourism industry employees.

Vol. I - The Alberta Model - Report and Recommendations
Vol. II - Technical Report - Support Documentation

Scott and Fenrich, Inc.
An Inventory of Tourism Awareness Programs.
Edmonton, Alberta: for Alberta Tourism, 1988.

Undertook an inventory of tourism awareness programs in Canada and internationally using a mail-out and telephone survey. Fifty-eight responses: 8 Canadian public sector; 25 - U. S.; 8 - other countries, 4 - private sector and 4 from educators and course programs.

Sp3 Systems Corporation (Havestad, M.).
Entry Level Work Training Study in the Whitecourt, Alberta Region.
Edmonton, Alberta: Alberta Career Development and Employment, 1989.

Presents a training plan to improve the opportunity of the unemployed in the area and sustain entry-level employment for forestry, oil and gas, and the hospitality industry. Effectively outlines the general processes, job skills and training procedures.

An outstanding document that has a comprehensive analysis of a total work place environment plus the planning necessary to put the program in place.

Wright, Tom.
Leisure Services and Tourism.
Calgary, Alberta: Mount Royal College, 1990.

A research study which surveys Recreation Management programs in the United States to ascertain employment opportunities for recreation and tourism graduates.

NB. Final Report due in Fall, 1990.

APPENDIX E:

INTERNATIONAL POST-SECONDARY TOURISM PROGRAMS

Information for this section was gained during a travel studies course organized by the University of Calgary in the 1990 summer session.

A. Great Britain

Poole and Dorset Institute: offers a four-year degree program in Tourism Studies and Hospitality Management. This program includes short field study courses and an extended work experience component. Diploma and Certificate courses also offered.

B. Netherlands

Hotelschool, The Hague, Jaas Buddingh, Director: offers a four-year program in Hospitality Management and Business Administration. The program focuses on hotel management with practical experiences in the Hotelschool and cooperative programs around the world.

C. Germany

Fachhoccchschule, Munich: offers a two-year program which includes two semesters of work experience.

University of Munich: offers a tourism program.

D. Italy

Scula Internazionale de Scienze Turistiche, Rome: offers a two-year program designed for international students focusing on Hotel Management. The first three months of the course is an intensive study in Italian.

E. France

Centre des Hautes Études Tourisitique, Aix-en-Provence, Dr. Rene Baratie, Director: three-year doctoral program in Tourism, which includes an intensive reading year, a research year and a thesis written in French. The CHET has an extensive tourism library with materials available in many languages computer directories list authors, titles and brief abstracts.

Centre d'Études Superieures du Tourism, University of Paris, Professor Bernard Morucci, Director: offers a two-year masters program and accepts 50 students each year.